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MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

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Dr Lyabwene M. Mtahabwa
Commissioner for Education

GRAPHIC DESIGN SYLLABUS FOR VOCATIONAL ORDINARY SECONDARY EDUCATION FORM I-IV
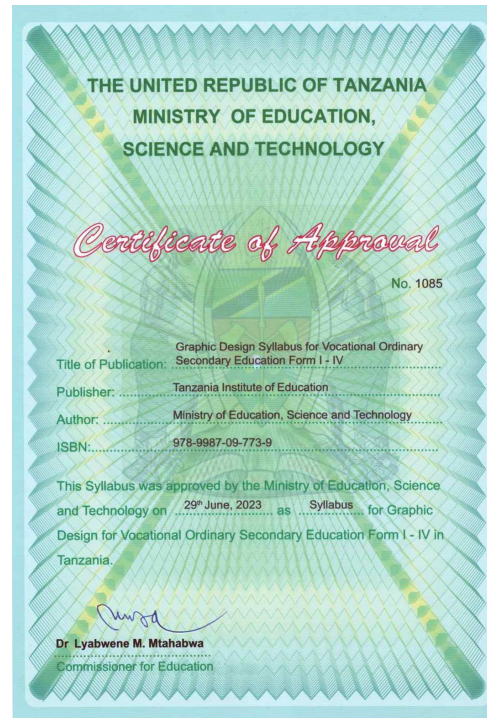
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Abbreviations and Acronyms

CAD   Computer Aided Design

GIMP   GNU Image Manipulation Program

ICT   Information and Communication Technology

MoEST   Ministry of Education, Science and Technology

TIE   Tanzania Institute of Education

Acknowledgements

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Finally, TIE thanks the Ministry of Education, Science and Technology in a special way for facilitating the preparation and distribution of this syllabus.

Dr Aneth A. Komba
Director General
Tanzania Institute of Education

1.0 Introduction

Graphic design is an elective trade for Form I-IV students in the Vocational Ordinary Secondary Education pathway. The purpose of studying Graphic Design is to prepare the student to be creative in the field of Arts and Design. It is also enable the student with capabilities of creative expression, visual communication and problem-solving. Furthermore, the trade provides deeper understanding and awareness of vocational opportunities both nationally and globally. It also serves as a bridge for students to appreciate their culture and understand diverse cultures so as to relate well with people nationally and internationally.

Graphic Design syllabus is designed to guide the teaching and learning of Graphic Design for 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 facilitate teaching and learning opportunities that guide teachers to apply different methods and strategies to promote students' Graphic Design 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;

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(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;

(b) Develop technical and entrepreneurial skills that will enable him/her to employ oneself, to be employed and to manage life by using his/her 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 to vocational and technical education.

4.0 General Competences for Ordinary Secondary Education

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

(a) Use the knowledge and skills developed in the Primary Education to strengthen and broaden vocational understanding;

(b) Use the vocational skills in designing, inventing and creating things to manage their lives and solve challenges in society;

(c) Appreciate citizenship and national values;

(d) Use language skills;

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(e) Demonstrate self-confidence in learning various fields, including Science and Technology, theoretical and technical knowledge;

(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 training and the life of work.

5.0 Main and Specific Competences

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

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

Main Competence	Specific Competences
1.0 Master Graphic Design	1.1 Master concepts, principles and elements of graphic design
	1.2 Design graphic images

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

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

6.1 The teacher

The teacher is expected to:

(a) Help the student to learn and acquire the intended competences in Graphic Design;

(b) Use teaching and learning approaches that will allow students with different needs and abilities to:

(i)   develop the competences needed in the 21st century;

(ii) actively participate in the teaching and learning process;

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(c) Use student centred instructional strategies that make the student a centre of learning which allow them to think, reflect and search for information from various sources;

(d) Create a friendly teaching and learning environment;

(e) Prepare and improvise teaching and learning resources;

(f) Conduct formative assessment regularly by using tools and methods which assess theory and practice;

(g) Treat all the students equally irrespective of their differences;

(h) Protect the student while at school;

(i) Keep track of the student's daily progress;

(j) Identify individual student's needs and provide the right intervention;

(k) Involve parents/guardians and the society at large in the student's learning process; and

(l) Integrate cross-cutting issues and ICT in the teaching and learning process.

6.2 The student

The student is expected to:

(a) Develop the intended competences by actively engaging in various learning activities inside and outside the classroom; and

(b) Participate in the search for knowledge from various sources including textbooks, reference books and other publications 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

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

8.0 Assessment

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

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

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

Assessment Measures	Weight (%)
Standard VI National Assessment	7.5
Form II National Assessment	7.5

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

9.0 Number of Periods

The Graphic Design Syllabus for Vocational Ordinary Secondary Education Form I-IV provides estimates of the time that will be spent in teaching and learning, in consideration of the complexity of the specific competences and the learning activities. 29 periods 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 includes the main competence, specific competences, learning activities, assessment criteria, suggested resources, and number of periods as presented in table 3-6.

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Form I

Table 3: *Detailed Contents for Form I*

Main competence	Specific competence	Learning activities	Assessment criteria	Suggested resources	Number of periods
1.0 Master Graphic Design	1.1 Master the concepts, principles and elements of graphic design	(a) Explain the trade of Graphic Design *(meaning, functions and types)*	The trade of graphic design *(meaning, functions and types)* is clearly explained	Design software	203
		(b) Master principles, elements and techniques of graphic *(layout, typography, images, line, colour and texture),* motion graphics *(timing, spacing, weight and repetition)* and interactive media *(online, offline and user experience)* design	Principles, elements and techniques of graphic (*layout, typography, images, line, colour and texture*), motion graphics (*timing, spacing, weight and repetition*) and interactive media (*online, offline and user experience*) design are effectively mastered	Pencil, drawing pads, colors (*water color, oil color*), relevant software (*Adobe, Photoshop, GIMP, Inkscape, Krita, Scribus, Adobe Illustrator and Adobe InDesign, Dream -weaver and Adobe Flash*)	

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Main competence	Specific competence	Learning activities	Assessment criteria	Suggested resources	Number of periods
		(c) Observe health, safety, legal and ethical issues in graphic design	Health, safety, legal and ethical issues in graphic design are properly observed	Design software	
	1.2. Design graphic images	(a) Apply typographic skills to create simple graphic images	Typographic skills to create simple graphic images are successfully applied	Computer software(*Adobe, Photoshop, GIMP, Inkscape, Krita, Scribus, Adobe Illustrator and Adobe InDesign, Dream-weaver and Adobe Flash*)	812
		(b) Create basic graphic illustrations	Basic graphic illustrations are well created	Pencil, drawing pads, colors (*water color, oil color*), brushes, relevant software (*Adobe, Photoshop, GIMP, Inkscape, Krita, Scribus, Adobe Illustrator, Adobe InDesign, Dream-weaver and Adobe Flash*)	

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Main competence	Specific competence	Learning activities	Assessment criteria	Suggested resources	Number of periods
		(c) Create basic graphic layouts based on specific themes *(logo, ID cards, headed paper)* using CAD	Basic graphic layouts based on specific themes (logo, ID cards, headed paper) using CAD are well created	Pencil, drawing pads, colors (*water color, oil color*), brushes, relevant software (*Adobe, Photoshop, GIMP, Inkscape, Krita, Scribus, Adobe Illustrator, Adobe InDesign, Dream-weaver and Adobe Flash*)	
		(d) Create simple motion graphics based on typography	Simple motion graphics based on typography are well created	Relevant software (*Adobe Photoshop, Adobe Illustrator, and Adobe Flash*)	

Form II

Table 4: *Detailed Contents for Form II*

Main competence	Specific competence	Learning activities	Assessment criteria	Suggested resources	Number of periods
1.0 Master Graphic Design	1.1. Design graphic images	(a) Create educational graphic illustrations based on selected themes	Educational graphic illustrations based on selected themes were successfully created	Pencil, drawing pads, relevant software (*Adobe, Photoshop, GIMP, Inkscape, Krita, Scribus, Adobe Illustrator, Adobe InDesign, Dream-weaver and Adobe Flash*)	1015
		(b) Create single piece graphic layouts based on selected themes (posters, newsletter and billboards) using CAD	Single piece graphic layouts based on selected themes (posters, newsletter and billboards) using CAD are successfully created	Pencil, drawing pads, relevant software (*Adobe, Photoshop, GIMP, Inkscape, Krita, Scribus, Adobe Illustrator, and Adobe InDesign*)	
		(c) Create educational motion and interactive graphic based on specific themes	Educational motion and interactive graphics based on specific themes are successfully created	Relevant software (*Adobe, Photoshop, GIMP, Inkscape, Krita, Adobe Illustrator, Adobe InDesign, Dream-weaver and Adobe Flash*)	

Main competence	Specific competence	Learning activities	Assessment criteria	Suggested resources	Number of periods
		(d) Create graphic design portfolios	Graphic design portfolios are successfully created	Manila sheets, stapling machine, tapes, scissors, paper cutting machines, vinyl fabric material, relevant software	

Form III

Table 5: *Detailed Contents for Form III*

Main competence	Specific competence	Learning activities	Assessment criteria	Suggested resources	Number of periods
1.0 Master Graphic Design	1.1 Design graphic images	(a) Create product promotion graphic illustrations based on selected themes	Product promotion graphic illustrations based on selected themes are successfully created	Relevant software *(Adobe, Photoshop, GIMP, Inkscape, Krita, Scribus, Adobe Illustrator, Adobe InDesign, Dream- weaver and Adobe Flash*)	1015
		(b) Create graphic layouts based on selected themes *(magazine, calendar, flier, leaflet, brochure and label)* using CAD	Graphic layouts based on selected themes *(magazine, calendar, flier, leaflet, brochure and label)* using CAD are successfully created	Relevant software *(Adobe, Photoshop, GIMP, Inkscape, Krita, Scribus, Adobe Illustrator, Adobe InDesign, Dream- weaver and Adobe Flash)*	

Main competence	Specific competence	Learning activities	Assessment criteria	Suggested resources	Number of periods
		(c) Create motion and interactive graphic images based on specific themes	Motion and interactive graphic images based on specific themes are successfully created	Relevant software *(Adobe, Photoshop, GIMP, Inkscape, Krita, Adobe Illustrator, Adobe InDesign, Adobe, Dream weaver and Adobe Flash)*	

Form IV

Table 6: *Detailed Content for Form IV*

Main competence	Specific competence	Learning activities	Assessment criteria	Suggested resources	Number of periods
1.0 Master Graphic Design	1.1 Design graphic images	(a) Create graphic solutions, including motion and interactive images for marketing purposes (*campaigns, advertising, education and branding*)	Graphic solutions, including motion and interactive images for marketing purposes (*campaigns, advertising, education and branding*) are well created	Relevant software *(Adobe, Photoshop, GIMP, Inkscape, Krita, Scribus, Adobe Illustrator, Adobe InDesign, Adobe, Dream-weaver and Adobe Flash)*	1015
		(b) Promote graphic design works *(using print portfolios and digitally)*	Graphic design works (using print portfolios and digitally) are successfully promoted	Manila sheets, plastic materials stapling machine, tapes, scissors, paper cutting machines, computer and relevant software	

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