



ZIMBABWE

MINISTRY OF PRIMARY AND SECONDARY EDUCATION

**CURRICULUM DEVELOPMENT AND TECHNICAL SERVICES**

**ART**  
**SECONDARY SCHOOL LEVEL**  
**FORMS 1- 4**  
**2015-2022**

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**TEACHER'S GUIDE**

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- Curriculum Development and Technical Services staff
- Art teacher's guide panel
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## 1.0 ORGANISATION OF THE GUIDE

The Secondary school level (Forms 1-4) Art teacher's guide is a document that has been prepared to assist you in understanding how to deliver the 2015-2022 curriculum. This guide is divided into two parts. Part A of the guide focuses on the critical documents that you, as the teacher must have in the course of curriculum delivery for Art. Part B of the guide focuses on the curriculum delivery of the content which is the objectives, methodology, instructional materials, class management and assessment.

A thorough study of this guide will assist you, the teacher, to have ideas on how to properly teach curriculum content on the 2015-2022 Secondary School (forms 1 and 4) Art learning area. This guide makes it easy for you to interpret the syllabus and prepare learning experiences for the learners' in your custody at the school where you are teaching.

To enhance your understanding of the Art learning area, it is very important that as a teacher, you read through the given guidelines thoroughly.

### 1.1 Aims of the Teachers' Guide

The teachers' guide aims to assist you (the teacher) to:

- interpret and translate the national syllabus into meaningful and functional school syllabi, schemes of work and record books/scheme cum plan
- appreciate the need to keep and maintain useful, comprehensive and up to date records
- be resourceful in the delivery of your lessons
- acquire effective teaching methods suitable for Art learning area and level of learners
- demonstrate skills of assessment in Art
- cope with specific problem areas in Art teaching
- design appropriate strategies for enhancing competencies
- the teacher should familiarize with cross cutting themes and how they can be integrated in the teaching and learning process

### 1.2 PART A: CRITICAL DOCUMENTS

#### Introduction

The Primary and Secondary Education Curriculum 2015-2022 has been defined by a policy framework which outlines the stance taken by the Ministry of Primary and Secondary Education. The teacher, as the implementer on the ground, ought to familiarize with documents that the Ministry has availed in order to develop an understanding of the new dimension the curriculum has taken. It is of paramount importance for you to embrace the changes that come with it. In this chapter we shall discuss the critical documents that a teacher should have in order to develop an in-depth understanding of the curriculum content and underpinning philosophy.

#### Rationale

The holistic development of learners is enhanced by the knowledge and practice of Art which is one of the most

effective forms of communication which contributes to economic, religious, political, social and cultural development of the learner. Therefore, Art education provides an opportunity for learners to acquire the tools and knowledge to create is essential to developing lifelong skills that inculcate individual historical and cultural identity, values and attitudes.

Art enhances learners understanding and appreciation of their culture and society, as well as develop a positive self, group and national identity. Art embraces inclusivity as learners are encouraged to appreciate their uniqueness and that of their Art products.

The teacher should enhance learners' ability to explore and express their feelings, stimulate creative imagination and develop competencies essential for nation building, employment creation, enterprise, problem solving, critical thinking, design thinking and self-discipline.

#### Objectives

By the end of Part A of this guide, you as the teacher, should be able to:

- identify critical documents in curriculum implementation
- describe the contents of each critical document
- interpret Secondary School 2015-2022 Art Form 1-4 syllabus

#### The Critical documents

As a teacher, it is important for you to know the critical documents that you must have in order to deliver the curriculum effectively in respect of Secondary School 2015-2022 Art learning area. You must have the following:

- Curriculum Framework for Primary and Secondary Education (2015-2022)
- National Syllabus
- School syllabus
- Schemes of Work/Scheme Cum Plan
- Lesson Plans
- Learner Profile Guide
- Progress Records (continuous assessment)
- Attendance Register

## **Unit 1**

### **Curriculum Framework for Primary and Secondary Education (2015-2022)**

#### **Introduction**

The curriculum Framework for Primary and Secondary Education (2015-2022) was crafted to provide a medium to long term policy direction, to make improvements in the delivery of a home grown curriculum. It establishes a clear sequence of priorities that a teacher must study clearly to ensure that a return on investment made in education is optimized in terms of the results that matters the most, which are learner outcomes. This unit will give a brief outline of the Curriculum Framework and it is important that you read the full edition to appreciate the dictates of the updated curriculum.

#### **Objectives**

By the end of Unit 1 which is on curriculum framework of this guide, you as the teacher, should be able to:-

- motivate learners to cherish their Zimbabwean identity and value their heritage, history and cultural traditions and preparing them for participatory citizenship
- prepare learners for life and work in an indigenized economy and increasingly globalized and competitive environment
- ensure learners demonstrate desirable literacy and numeracy skills including practical competences necessary for life
- prepare and orient learners for participation in voluntary service and leadership

#### **Key Elements**

The Curriculum Framework for Primary and Secondary Education (2015-2022) contains the key following elements which you need to constantly refer to:-

- Pillars of the Curriculum
- Aims of the curriculum
- Principles underpinning the curriculum
- Learner Exit Profile
- Organization of the Curriculum
- Learning areas
- Assessment
- Life skills Orientation Programme

## UNIT 2

### SYLLABUS INTERPRETATION

#### Introduction

Syllabus interpretation facilitates breaking down of content into teachable units. Correct syllabus interpretation is pivotal to the delivery of effective lessons, through careful planning by the teacher. Syllabus interpretation focuses on the following:

The national philosophy/vision as spelt out in the preamble (as derived from the Framework)

- The syllabus aims and objectives – What does the syllabus intend to achieve within the learners?
- The content – Knowledge, skills and attitudes i.e. competences. Content constitutes the heart of the syllabus.
- Careful syllabus interpretation is critical for the development of a good school, syllabus, scheme of work and lesson plan and you should also note that you should teach from the syllabus.

#### Objectives

The objective of the syllabus is for the facilitator:

- To understand the demands regarding content, methods and assessment of the updated curriculum
- To narrow the gap between planned curriculum and implemented curriculum
- To prepare the facilitator for effective syllabus interpretation
- To give clarity and confidence to the facilitator so as to be able to deliver

#### Types of Syllabi

There are two types of syllabi, namely the National Syllabus and the School Syllabus.

#### 2.1 National Syllabus

It is a policy document that outlines and specifies the learning area philosophy, aims and objectives, Learning and teaching concepts and content, suggested methodology and assessment criteria at every Secondary level. As a teacher, you should always have it and use it to guide you in your day to day teaching and learning activities.

#### Elements of the National Art syllabus

To interpret the syllabus there is need to identify its components and establish links between and among them. Components of the syllabus include

- Preamble
- Presentation of Syllabus
- Aims
- Syllabus objectives
- Methodology
- Time Allocation
- Topics
- Scope and sequence
- Competency Matrix
- Assessment

#### 2.2 School Syllabus

This must be drawn from the National Syllabus by re-organizing content taking into account local factors. The components of the School syllabus are similar to the national syllabus. The development of the Art school syllabus should be a task for all teachers in the Art department. The department can reorganize the topics in the syllabus to fit its prevailing circumstances

#### Factors influencing drafting

The following factors influence drafting:

- Availability of resources
- Cognitive ability of learners
- Time allocation

## **Elements of the School Art syllabus**

These are the elements of the school syllabus

- Preamble
- Presentation of Syllabus
- Aims
- Syllabus objectives
- Methodology
- Time Allocation
- Topics
- Scope and sequence
- Competency Matrix
- Assessment

## UNIT 3

### Schemes of Work/ Scheme-Cum Plan

This is a document that you as a teacher should draw from the national and school syllabus. You should outline the objectives, activities, content and methodologies (see scheme of work/scheme-cum plan template below). You should draw your scheme of work/scheme cum plan two weeks ahead of lesson delivery date. (Use of ICT in drawing the documents is encouraged)

#### Components of the scheme-cum plan

The scheme cum plan has the following components which will help you to deliver the Art syllabus with fewer challenges. The scheme-cum plan should have the following components:

- **Week ending:** which is usually fall on every Friday as the last day of the week? For example, 19 May 2017
- **Topic/ Content:** this constitutes the main concepts to be covered. For example, The development of Art technology in Zimbabwe
- **Objectives:** these are specific teaching objectives. Good objectives provide the facilitator with clear delivery focus, provide a means for assessing learner performance, and also allow for self –evaluation. The rule for objectives is they should SMART.
- **Competences:** these are lifelong qualities and skills that the facilitator would want to see in learners. they include critical thinking, problem solving, creativity, modeling, communication, collaboration, Unhu/ Ubuntu/ Vumunhu, leadership and technological competencies
- **Methods and Activities:** the golden rule is that learning and teaching methods and activities should be learner centered and should encourage learner creativity in terms of competence acquisition by the learner.
- **Source of material (SOM)/ Reference / Media.** This is an indication of where the facilitator is getting the content and the media one is likely to use.
- **Evaluation.** It is the looking back at how one has delivered challenges, successes as well as learner performance.

**Form:** Three

**Topic:** Art and Technology

**Aims:** To develop appreciation of the role of art in a wider culture and society.  
To establish competencies in Art Technology systems.



WEEK ENDING	CONTENT/ TOPIC	OBJECTIVES	COMPETENCIES/ SKILLS	SOM/MEDIA	FACILITY /EQUIPMENT	METHODS/ ACTIVITIES	EVALUATION
17/01/17	The development of Art technology in Zimbabwe	<p>By the end of the week pupils should be able to:</p> <ul style="list-style-type: none"> <li>● identify tools and materials used during the pre-colonial era in Zimbabwe</li> <li>● make Art tools and materials inspired by pre-colonial technology</li> <li>● make artworks using pre-colonial tools and materials</li> </ul>	<p>Art tools and materials in pre-colonial Zimbabwe</p> <ul style="list-style-type: none"> <li>● Pigments</li> <li>● Found objects art</li> <li>● Rock art paintings</li> <li>● Bead work</li> <li>● Basketry</li> <li>● Pottery</li> <li>● Metal art</li> <li>● textiles</li> </ul>	<p>Art Syllabus -National -School ICT Tools Resource persons Related literature</p>	<p>Projector Laptop Markers Manila Roll ups Work cards Flip charts Art room/Studio Stone Chisel Hammers Rasps Wax</p>	<p>Listing Art tools and materials Describing Art tools and materials creating art-works using pre-colonial tools and materials</p>	

## UNIT 4

### Lesson Plan

It is a teacher's detailed description of the course of instruction, a learning trajectory for a lesson. It is developed by the teacher to guide class learning.

It is the teacher's road map of what learners need to learn and how it will be done effectively during class time. This is to be used in the event of you having drawn a scheme of work rather than a scheme cum plan. (For the components of the lesson plan see the detailed lesson plan template below)

### Detailed Lesson Plan

Date:	13/12/ 2016
Form	3
Time:	10:30 - 13:00hrs
Learning Area	Art Room
Topic/Content:	Art Technology
Sub-Topic:	The development of Art technology in Zimbabwe
S.O.M:	-National Syllabus page 21 -Art Education Manual page 37
Media/Aids:	Projector, Laptop, Markers, Manila, Roll ups Flip Charts, WorkCards, Illustrations, Paintings
Number of Students:	32
Assumed Knowledge:	Learners are interested and motivated to learn,

### Drawing Skills.

#### Lesson Objectives

**By the end of the lesson, learners should be able to:**

**Make artworks using pre-colonial tools and materials**

**Draw artworks.**

#### **Introduction: 5 minutes**

The introduction is a beginning of the lesson which by capturing the attention of learners, evaluating the assumed knowledge, recapping on previous topics and ensuring that learners are ready for new material. . For example warm up exercises help learners to prepare the body for sculpting. The learners state the different types of sculptures they have seen before of pre-colonial, colonial, Chimurenga and post-colonial art.

#### **Lesson development: 2h 20 minutes**

The lesson development is where activities planned for the lesson are implemented to give concrete examples of pre-colonial, colonial, chimurenga and post-colonial art. The appropriate plan of the lesson should ensure which questions are learners to attempt, which demonstrations are to be done. Identify the equipment and instruments required for lesson delivery. The teacher should device problems that can be solved by as well as activities that can be carried out by learners.

**Materials of instruction:** The material for enhancement of the lesson should be tested prior to the lesson. The class environment has to be analysed to access the use of certain forms of visual requirements such as digital video projector.

### Skills Development

Skills developed in this lesson are drawing, sculpting and researching.

### Notes:

The teacher has to bear in mind that the class is dynamic hence the notes should include work for individuals such as work for high achievers. It should be noted that several skills are being developed concurrently and therefore all

learners should be profiled accordingly.

**Conclusion: 5 minutes**

The conclusion focuses on recap of the deliverable in the lesson to assess if the planned activities have been achieved.

**Lesson Evaluation:**

Strength: .....

.....

.....

Areas requiring improvement .....

.....

.....

.....

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## **UNIT 5**

### **Record Keeping**

This is a systematic procedure by which the records of an organisation are created, captured, maintained and disposed of.

### **Learner Profiles**

Profile assessment is a quality assessment tool designed for a variety of learners to determine their strengths and identify areas of improvement. As a teacher, you should carry out profiling to track learner behaviour, knowledge, attitudes, aptitudes, skills, values and performances on an on-going basis. This assessment informs teaching and learning process and contributes to learner profile.

### **Progress Record**

You should have a progress record to capture learner performances.

### **Attendance Register**

This is a critical document you should have as a teacher to track and record your learner's class or lesson attendance.

### **Conclusion**

The teacher's guide seeks to equip the teacher with knowledge on critical documents, syllabus interpretation and curriculum delivery, particularly in Art. It will fuel the implementation of the updated curriculum for 2015-2022.

## **3.0 PART B: CURRICULUM DELIVERY**

### **Introduction**

The secondary school Art curriculum covers theory and practical activities in the areas of: sculpture, graphic design, painting, photography, and drawing, print making, ceramics, crafts, collage, video, animation and textiles. This enables learners to be exposed to a wide diversity of visual art programmes which develop excellence, originality, confidence, self-identity, ability to communicate and identification of talents. The learning area emphasises the use and adaptation of technology in producing and packaging works of art. The practice of arts will have a very significant contribution to the sustainable socio-economic development of the nation.

This section will cover objectives of the section, methodology, teaching and learning materials, assessment and evaluation as well as class management.

### **3.1 Content**

Topics covered by learning area are:

Sculpture, graphic design, painting, photography, drawing, print making, ceramics, crafts, video, animation, and textiles

### **3.2 Objectives**

- Select appropriate teaching methods for your lessons
- Use a variety of learner-centered approaches
- Plan and organise study tours
- Help pupils carry-out projects or experiment
- Select appropriate instructional aids
- Make good quality aids from available resources
- Use instructional aids effectively
- Design meaningful and effective instructional aids
- Create an effective learning environment
- Motivate the learners
- Maintain discipline
- Supervise class activities

### **3.3 METHODOLOGY**

As a teacher it is important to use problem-solving and learner-centered approaches, with yourself as the facilitator. A facilitator is one who encourages others to find their own solutions to problems or tasks. In teaching and learning while the teacher facilitates the proceedings, the learner is the doer. Methodology used depends on the following:

- the teacher's creativity
- learner's level of development (cognitive, affective and psychomotor)
- content to be covered
- availability of resources
- competencies to be development
- classroom environment

As a teacher it is critically important for you to be well versed in the variety of methods that are at your disposal. Some of the methods and approaches that can be used in teaching and learning Art form 1-4 are

#### **Animation**

Animation consists of pictures, drawings or photographs in series viewed with a mechanical device or by flipping through a hand-held sequence of images. These are also known as cartoons.

#### **Integrated teaching**

Integrated teaching involves the teaching and learning of different subject matter combined. Thus aspects of observation, drawing and painting are combined and are taught and learned, together because these aspects work well especially topic on elements and principles of design

**Simulation**

Simulation is the method where models, replica, representation, duplication or imitation of one process or system through the use of another in the teaching and learning process.

**Resource method**

A resource method is looking for help from somebody or something that is a source of help or information.

**Educational Tours**

Tourism, travel for recreation or instruction, often in organized groups.

**3.4 Teaching and Learning Materials**

- Projector
- Laptop
- Markers
- Manila
- Roll ups
- Work cards
- Flip charts
- Illustrations
- Paintings

**3.5 Assessment and Evaluation**

The assessment will be both continuous and summative. It will be based on achieving the learning outcomes for each topic and form level. You should assess learners in relation to the content covered, objectives and methodologies.

**3.6 Class Management**

This is the process of planning, organizing, and leading and controlling class activities to facilitate effective and efficient learning. This should help you to create an effective learning environment, motivate the learners, maintain class discipline and supervise class activities.

As the teacher you should ensure that you are in full control of what transpires in the classroom by taking note of the following:

**Organizational Skills for Effective Learning**

Classroom organization is critical for conducive learning environment. Classroom management covers: physical environment, emotional environment, grouping the learners, class control, discipline and supervision.

**Physical Environment**

The classroom should be clean, tidy and airy, consider proper furniture arrangement which encourage interactive learning. Teaching aids should be visible and clear to learners. As a teacher, it is your responsibility to ensure learner safety during classroom instruction.

**Emotional Environment**

While learning is learner- centered, you remain in control to direct effective learning. You should therefore be firm, warm and pleasant, set the right tone and tell learners what behaviour you expect.

**Grouping**

Learners may be grouped according to needs, abilities, problems but not sex. Promote sharing of ideas among learners. Whatever way you use to group learners, it should not disadvantage the learners but rather motivate them to feel as part of the learning process.

**Class Control and Discipline**

Know the government and schools policy on discipline. You should be firm and fair. Punishment should be corrective and constructive. Acknowledge good behaviour and reward it wherever possible. Aim for intrinsic discipline. Create an atmosphere of trust and honesty within your class.

## **Motivation**

Make learners feel important and capable of making it. Create in learners the feeling that learning is easy and enjoyable. Focus on the strength of individual learners and build on that. Recognize and reward attempts to do good work. As a teacher, know that your learners look forward and emulate you, so be a role model in terms of your demeanor.

## **Supervision**

Check learners' work in order to guide and correct them. Areas that require supervision include written work, discussions, group work and educational tours. Outcomes of supervision will also help you on learner profiling.

## **Conclusion**

Classroom management during learning process always helps you the teacher to achieve the best. It is important for you as a teacher to know all your learners by name and also understand their backgrounds

**UNIT 6**

**SCOPE OF THE GUIDE**

**Topics to be Covered**

TOPIC: 1 History of Zimbabwean Art and Cultural Dynamics

TOPIC: 2 The Creative Processes and Art making

TOPIC: 3 Art Appreciation and Aesthetic Awareness

TOPIC: 4 Art and Technology

TOPIC 5: The Business of Art

**6.1 TEACHING UNITS**

TOPIC: Art and Technology

FORM 1	FORM 2	FORM 3	FORM 4
<ul style="list-style-type: none"> <li>• The development of Art technology in Zimbabwe during the pre-colonial era</li> <li>• Graphic design</li> </ul>	<ul style="list-style-type: none"> <li>• The development of Art technology in Zimbabwe during the colonial and post-colonial period</li> <li>• Graphic design work book</li> </ul>	<ul style="list-style-type: none"> <li>• The development of Art technology in Africa</li> <li>• Graphic design project with the work book</li> </ul>	<ul style="list-style-type: none"> <li>• The development of Art technology world over</li> <li>• Graphic design project</li> </ul>



⇒ 6.2 HINTS

**ART AND TECHNOLOGY**

CONTENT	ACTIVITIES	METHODOLOGY	MATERIALS	EVALUATION
<p><b>Graphic design</b></p> <ul style="list-style-type: none"> <li>● Principles of design in;                             <ul style="list-style-type: none"> <li>- Animation</li> <li>- Sculpture</li> <li>- Crafts</li> <li>- Photography</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Experimenting on animated visuals</li> <li>● Applying principles of design on sculpture and crafts</li> </ul> <p style="text-align: center;">Creating the designs</p>	<p>Animation</p> <p>Integrated teaching</p>	<ul style="list-style-type: none"> <li>● Relevant textbooks</li> <li>● Resource persons (Art experts)</li> <li>● Internet</li> <li>● Computers</li> <li>● Cartridge paper</li> <li>● Easel</li> <li>● Fine liners</li> <li>● Technical drawing pens</li> <li>● Drawing ink</li> <li>● Drawing board</li> <li>● Portfolio</li> <li>● Arch lever files</li> <li>● Storage device</li> <li>● Camera</li> <li>● Syllabi</li> </ul>	

NB: Teachers to breakdown all the topics using this example.

**ANNEXURE 1**

**SCOPE AND SEQUENCE CHART**

**TOPIC: 1 History of Zimbabwean Art and Cultural Dynamics**

FORM 1	FORM 2	FORM 3	FORM 4
<ul style="list-style-type: none"> <li>History of Art and cultural dynamics in Zimbabwean Communities</li> <li>The role of Art and artists in socio-economic and political development</li> </ul>	<ul style="list-style-type: none"> <li>History of Art in Southern Africa</li> <li>The role of Art in socio-economic development</li> </ul>	<ul style="list-style-type: none"> <li>History of Art in Africa</li> <li>The role of Art in socio-economic development</li> </ul>	<ul style="list-style-type: none"> <li>History of World Art</li> <li>The role of Art in socio-economic development</li> </ul>

**6. TOPIC: 2 The Creative Processes and Art making**

FORM 1	FORM 2	FORM 3	FORM 4
<ul style="list-style-type: none"> <li>Conceptual development of theme: Drawing</li> <li>Elements of art and principles of design</li> <li>Tools and media of expression</li> <li>Processes and production of Art works</li> </ul>	<ul style="list-style-type: none"> <li>Conceptual development of theme: Drawing</li> <li>Elements of art and principles of design</li> <li>Tools and media of expression</li> <li>Processes and production of Art works</li> </ul>	<ul style="list-style-type: none"> <li>Conceptual development of theme: Drawing</li> <li>Elements of art and principles of design</li> <li>Tools and media of expression</li> <li>Processes and production of Art works</li> </ul>	<ul style="list-style-type: none"> <li>Conceptual development of theme: Drawing</li> <li>Elements of art and principles of design</li> <li>Tools and media of expression</li> <li>Processes and production of Art works</li> </ul>

**6.3 TOPIC: 3 Art Appreciation and Aesthetic Awareness**

FORM 1	FORM 2	FORM 3	FORM 4
<ul style="list-style-type: none"> <li>• Elements of Art</li> <li>• Material culture of Zimbabwe</li> <li>• Zimbabwean renowned artists and Art works</li> </ul>	<ul style="list-style-type: none"> <li>• Elements of Art</li> <li>• Zimbabwe stone sculpture</li> <li>• Contemporary Art forms in Zimbabwe and Southern Africa</li> </ul>	<ul style="list-style-type: none"> <li>• Elements and principles of designing</li> <li>• Appreciation of Zimbabwean cultural content</li> <li>• Representational Art</li> </ul>	<ul style="list-style-type: none"> <li>• Elements and principles of designing</li> <li>• Appreciation of multi-cultural diversity</li> <li>• Representational to abstract Art</li> </ul>

**6.4 TOPIC: 4 Art and Technology**

FORM 1	FORM 2	FORM 3	FORM 4
<ul style="list-style-type: none"> <li>• The development of Art technology in Zimbabwe during the pre-colonial era</li> <li>• Graphic design</li> </ul>	<ul style="list-style-type: none"> <li>• The development of Art technology in Zimbabwe during the colonial and post-colonial period</li> <li>• Graphic design work book</li> </ul>	<ul style="list-style-type: none"> <li>• The development of Art technology in Africa</li> <li>• Graphic design project with the work book</li> </ul>	<ul style="list-style-type: none"> <li>• The development of Art technology world over</li> <li>• Graphic design project</li> </ul>

**6.5 TOPIC 5: The Business of Art**

<b>FORM 1</b>	<b>FORM 2</b>	<b>FORM 3</b>	<b>FORM 4</b>
<ul style="list-style-type: none"> <li>● Principles of Art business</li> <li>● Aspects of art administration</li> <li>● Evaluation, appreciation and preservation of collections</li> </ul>	<ul style="list-style-type: none"> <li>● Principles of Art business</li> <li>● Aspects of art administration</li> <li>● Evaluation, appreciation and preservation of collections</li> </ul>	<ul style="list-style-type: none"> <li>● Principles of Art business</li> <li>● Aspects of art administration</li> <li>● Evaluation, appreciation and preservation of collections</li> </ul>	<ul style="list-style-type: none"> <li>● Principles of Art business</li> <li>● Aspects of art administration</li> <li>● Evaluation, appreciation and preservation of collections</li> </ul>

## Cross Cutting Issues

These are emerging and contemporary issues that cut across all learning areas. You should find ways of incorporating them in the learning and teaching of Art whenever possible. The following are relevant to Art:

Gender

Children's Rights

Disaster Risk Management

Financial Literacy

Sexuality, Hiv And Aids

Child Protection

Heritage Studies

Human Rights

Collaboration

Environmental Issues.

**NB:** Not all cross-cutting themes can be applied in all topics, some are more applicable to particular topics than others however these cross cutting themes may be examined in conjunction with the subject matter.

## Conclusion

The Ministry hopes that this guide will be helpful in assisting you to deliver in Art. Art learning area has two additional components that you may not have experienced. This is due to the dynamic approach that the learning area has been configured to.

The following are important key notes to remember:

- interpret the syllabuses correctly
- use teaching methods appropriate to the learning area
- prepare engaging and appropriate teaching aids
- design appropriate strategies for problem solving
- manage your class effectively
- be resourceful
- draw up and maintain comprehensive records
- guide learners to study effectively on their own
- objectively evaluate your own teaching and the learners' progress
- acquire teaching techniques
- integration of cross cutting themes in the learning of commerce

