

ART AND DESIGN STUDIO

CURRICULUM FOR SECONDARY
EDUCATION (SHS 1 – 3)



NATIONAL COUNCIL FOR
CURRICULUM & ASSESSMENT
OF MINISTRY OF EDUCATION



MINISTRY OF EDUCATION
REPUBLIC OF GHANA

SEPTEMBER 2023

MINISTRY OF EDUCATION



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September, 2023



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FOREWORD

Through the National Council for Curriculum and Assessment (NaCCA), Ghana's Ministry of Education has introduced a series of curriculum reforms to improve the quality and relevance of learning experiences in pre-tertiary schools in the country. These reforms will improve learning through the introduction of innovative pedagogies that encourage critical thinking and problem-solving. For a long time, our learners memorise facts and figures, which does not develop their analytical and practical skills. The Ministry recognises that learners need to be equipped with the right tools, knowledge, skills and competencies to deal with the fast-changing environment and the challenges facing their communities, the nation and the world.

These curriculum reforms were derived from the Education Strategic Plan (ESP 2018-2030), the National Pre-tertiary Education Curriculum Framework (NPTECF) and the National Pre-Tertiary Learning Assessment Framework (NPLAF), which were all approved by Cabinet in 2018. The new standards-based curriculum implemented in 2019 in basic schools, aims to equip learners to apply their knowledge innovatively to solve everyday problems. It also prioritises assessing learners' knowledge, skills, attitudes, and values, emphasising their achievements. The content of the basic school standards-based curriculum was therefore designed to promote a curriculum tailored to the diverse educational needs of the country's youth. It addresses the current curriculum's deficiencies in learning and assessment, especially in literacy and numeracy. These reforms have been carried out in phases. The curriculum for the basic school level – KG, Primary and Junior High School (JHS) – was developed and implemented from 2019 to 2021.

The curriculum for Senior High School (SHS), Senior High Technical School (SHTS) and Science, Technical, Engineering and Mathematics (STEM), which constitutes the next phase, is designed to ensure the continuation of learning experiences from JHS. It introduces flexible pathways for progression to facilitate the choice of subjects necessary for further study, the world of work and adult life. The new SHS, SHTS and STEM curriculum emphasises the acquisition of 21st Century skills and competencies, character development and instilling of national values. Social and Emotional Learning (SEL), Information Communications Technology, Gender Equality and Social Inclusion, have all been integrated into the curriculum. Assessment – formative and summative has been incorporated into the curriculum and aligned with the learning outcomes throughout the three-year programme.

The Ministry of Education's reform aims to ensure that graduates of our secondary schools can successfully compete in international high school competitions and, at the same time, be equipped with the necessary employable skills and work ethos to succeed in life. The Ministry of Education, therefore, sees the Senior High School (SHS) curriculum as occupying a critical place in the education system – providing improved educational opportunities and outcomes for further studies, the world of work and adult life – and is consequently prioritising its implementation.

ACKNOWLEDGEMENTS

This standards-based SHS curriculum was created using the National Pre-Tertiary Learning Assessment Framework (NPLAF), the Secondary Education Assessment Guide (SEAG), and the Teacher and Learner Resource Packs which include Professional Learning Community (PLC) Materials and Subject Manuals for teachers and learners. All the above-mentioned documents were developed by the National Council for Curriculum and Assessment (NaCCA). The Ministry of Education (MoE) provided oversight and strategic direction for the development of the curriculum with NaCCA receiving support from multiple agencies of the MoE and other relevant stakeholders. NaCCA would like to extend its sincere gratitude, on behalf of the MoE, to all its partners who participated in the professional conversations and discussions during the development of this SHS curriculum.

In particular, NaCCA would also like to extend its appreciation to the leadership of the Ghana Education Service (GES), the National School Inspectorate Authority (NaSIA), the National Teaching Council (NTC), the Commission for Technical and Vocational Education and Training (Commission for TVET), West African Examinations Council (WAEC) and other agencies of the MoE that supported the entire process. In addition, NaCCA acknowledges and values the contributions

made by personnel from various universities, colleges of education Industry players, Vice Chancellors Ghana, Vice Chancellors Technical Universities as well as educators and learners working within the Ghana education landscape.

Special appreciation is extended to consultants who contributed to development of the curriculum. The development process involved multiple engagements between national stakeholders and various groups with interests in the curriculum. These groups include the teacher unions, the Association of Ghana Industries, and heads of secondary schools.

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THE SHS CURRICULUM OVERVIEW

The vision for this curriculum is to ensure the nation has a secondary education system that enables all Ghanaian children to acquire the 21st Century skills, competencies, knowledge, values and attitudes required to be responsible citizens, ready for the world of work, further studies and adult life. The nation's core values drive the SHS curriculum, and it is intended to achieve Sustainable Development Goal 4: 'Inclusive, equitable quality education and life-long learning for all'. Above all, it is a curriculum enabling its graduates to contribute to the ongoing growth and development of the nation's economy and well-being.

The curriculum is inclusive, flexible, and robust. It was written under the auspices of the National Council for Curriculum and Assessment by a team of expert curriculum writers across Ghana. It reflects the needs of critical stakeholders, including industry, tertiary education, the West African Examination Council, SHS learners, teachers, and school leaders. It has been written based on the National Pre-Tertiary Learning and Assessment Framework and the Secondary Education Policy.

The key features of the curriculum include:

- flexible learning pathways at all levels, including for gifted and talented learners and those with deficiencies in numeracy and literacy, to ensure it can meet the needs of learners from diverse backgrounds and with different interests and abilities.
- the five core learning areas for secondary education: science and technology, language arts, humanities, technical and vocational and business; with emphasis placed on STEM and agriculture as integral to each subject.
- a structured, standards-based approach that supports the acquisition of knowledge, skills and competencies, and transition and seamless progress throughout secondary education, from JHS to SHS and through the three years of SHS.
- a focus on interactive approaches to teaching and assessment to ensure learning goes beyond recall enabling learners to acquire the ability to understand, apply, analyse and create.
- guidance on pedagogy, coupled with exemplars, demonstrating how to integrate cross-cutting themes such as 21st Century skills, core competencies,

the use of ICT, literacy and mathematics, Social Emotional Learning, Gender Equality and Social Inclusion as tools for learning and skills for life. Shared Ghanaian values are also embedded in the curriculum.

The curriculum writing process was rigorous and involved developing and using a Curriculum Writing Guide which provided systematic instructions for writers. The process was quality assured at three levels: through (a) evaluation by national experts, (b) trialling curriculum materials in schools and (c) through an external evaluation by a team of national and international experts. Evidence and insights from these activities helped hone the draft's final version. The outcome is a curriculum coherently aligned with national priorities, policies and the needs of stakeholders. A curriculum tailored to the Ghanaian context ensures that all learners benefit from their schooling and develop their full potential.

The following section highlights the details of the front matter of the draft curriculum. The vision, philosophy and goal of the curriculum are presented. This is followed by the details of the 21st Century skills and competencies, teaching and learning approaches, instructional design and assessment strategies. The template for the curriculum frame, which outlines the scope and sequence, the design that links the learning outcomes to particular 21st Century skills and competencies, as well as Gender Equality and Social Inclusion, Social and Emotional Learning and Ghanaian values are presented together with the structure of the lesson frame showing the links between the content standards, learning indicators with their corresponding pedagogical exemplars and assessment strategies.

INTRODUCTION

Effective implementation of this Senior High School (SHS) curriculum is the key to creating a well-educated and well-balanced workforce that is ready to contribute to Ghana's progress by harnessing the potential of the growing youth population, considering the demographic transition the country is currently experiencing (Educational Strategic Plan [ESP] 2018-2030). SHS curriculum aims to expand equitable, inclusive access to relevant education for all young people, including those in disadvantaged and underserved communities, those with special educational needs and those who are gifted and talented. Senior High School allows young people to develop further skills and competencies and progress in learning achievement, building from the foundation laid in Junior High School. This curriculum intends to meet the learning needs of all high school learners by acquiring 21st Century skills and competencies to prepare them for further studies, the world of work and adult life. Changing global economic, social and technological context requires life-long learning, unlearning, and continuous processes of reflection, anticipation and action.

Philosophy of Senior High School Curriculum

The philosophy underpinning the SHS curriculum is that every learner can develop their potential to the fullest if the right environment is created and skilled teachers effectively support them to benefit from the subjects offered at SHS. Every learner needs to be equipped with skills and competencies of interest to further their education, live a responsible adult life or proceed to the world of work.

Vision of Senior High School Curriculum

The vision of the curriculum is to prepare SHS graduates equipped with relevant skills and competencies to progress and succeed in further studies, the world of work and adult life. It aims to equip all learners with the 21st Century skills and competencies required to be responsible citizens and lifelong learners. When young people are prepared to become effective, engaging, and responsible citizens, they will contribute to the ongoing growth and development of the nation's economy and well-being.

Goal of Senior High School Curriculum

The goal of the curriculum is to achieve relevant and quality SHS through the integration of 21st Century skills and competencies as set out in the Secondary Education Policy. The key features to integrate into the curriculum are:

- Foundational Knowledge: literacy, numeracy, scientific literacy, information, communication and digital literacies, financial literacy and entrepreneurship, cultural identity, civic literacy and global citizenship
- Competencies: critical thinking and problem-solving, innovation and creativity, collaboration, and communication
- Character Qualities: discipline, integrity, self-directed learning, self-confidence, adaptability and resourcefulness, leadership, and responsible citizenship.

The JHS curriculum has been designed to ensure that learners are adequately equipped to transition seamlessly into SHS, where they will be equipped with the relevant knowledge, skills and competencies. The SHS curriculum emphasises character building, acquisition of 21st Century skills and competencies and nurturing core values within an environment of quality education to ensure the transition to further study, the world of work and adult life. This requires the delivery of robust secondary education that meets the varied learning needs of the youth in Ghana. The SHS curriculum, therefore, seeks to develop learners to become technology-inclined, scientifically literate, good problem-solvers who can think critically and creatively and are equipped to communicate with fluency, and possess the confidence and competence to participate fully in Ghanaian society as responsible local and global citizens – (referred to as 'Glocal citizens').

The SHS curriculum is driven by the nation's core values of truth, integrity, diversity, equity, discipline, self-directed learning, self-confidence, adaptability and resourcefulness, leadership, and responsible citizenship, and with the intent of achieving the Sustainable Development Goal 4: 'Inclusive, equitable quality education and life-long learning for all'. The following sections elaborate on the critical competencies required of every SHS learner:

Gender Equality and Social Inclusion (GESI)

- Appreciate their uniqueness about others.
- Pay attention to the uniqueness and unique needs of others.
- Value the perspective, experience, and opinion of others.
- Respect individuals of different beliefs, political views/ leanings, cultures, and religions.
- Embrace diversity and practise inclusion.
- Value and work in favour of a democratic and inclusive society.
- Be conscious of the existence of minority and disadvantaged groups in society and work to support them.
- Gain clarity about misconceptions/myths about gender, disability, ethnicity, age, religion, and all other excluded groups in society
- Interrogate and dispel their stereotypes and biases about gender and other disadvantaged and excluded groups in society.
- Appreciate the influence of socialisation in shaping social norms, roles, responsibilities, and mindsets.
- Identify injustice and advocate for change.
- Feel empowered to speak up for themselves and be a voice for other disadvantaged groups.

21st Century Skills and Competencies

In today's fast-changing world, high school graduates must be prepared for the 21st Century world of work. The study of Mathematics, Science, and Language Arts alone is no longer enough. High school graduates need a variety of skills and competencies to adapt to the global economy. Critical thinking, creativity, collaboration, communication, information literacy, media literacy, technology literacy, flexibility, leadership, initiative, productivity, and social skills are needed. These skills help learners to keep up with today's fast-paced job market. Employers want workers with more than academic knowledge. The 21st Century skills and competencies help graduates navigate the complex and changing workplace. Also, these help them become active citizens who improve their communities. Acquisition of 21st Century skills in high school requires a change in pedagogy from the approach that has been prevalent in Ghana in recent years. Teachers should discourage and abandon rote memorisation and passive learning. Instead, they should encourage active learning, collaboration, and problem-solving, project-

based, inquiry-based, and other learner-centred pedagogy should be used. As well as aligning with global best practices, these approaches also seek to reconnect formal education in Ghana with values-based indigenous education and discovery-based learning which existed in Ghana in pre-colonial times. This is aligned with the 'glocal' nature of this curriculum, connecting with Ghana's past to create confident citizens who can engage effectively in a global world. Digitalisation, automation, technological advances and the changing nature of work globally mean that young people need a new set of skills, knowledge and competencies to succeed in this dynamic and globalised labour market.

Critical Thinking and Problem-Solving Competency

- Ability to question norms, practices, and opinions, to reflect on one's values, perceptions, and actions.
- Ability to use reasoning skills to come to a logical conclusion.
- Being able to consider different perspectives and points of view
- Respecting evidence and reasoning
- Not being stuck in one position
- Ability to take a position in a discourse
- The overarching ability to apply different problem-solving frameworks to complex problems and develop viable, inclusive, and equitable solution options that integrate the above-mentioned competencies, promote sustainable development,

Creativity

- Ability to identify and solve complex problems through creative thinking.
- Ability to generate new ideas and innovative solutions to old problems.
- Ability to demonstrate originality and flexibility in approaching tasks and challenges.
- Collaborating with others to develop and refine creative ideas
- Ability to incorporate feedback and criticism into the creative process
- Utilising technology and other resources to enhance creativity
- Demonstrating a willingness to take risks and experiment with new approaches
- Adapting to changing circumstances and further information to maintain creativity

- Integrating multiple perspectives and disciplines to foster creativity
- Ability to communicate creative ideas effectively to a variety of audiences

Collaboration

- Abilities to learn from others; to understand and respect the needs, perspectives, and actions of others (empathy)
- Ability to understand, relate to and be sensitive to others (empathic leadership)
- Ability to deal with conflicts in a group
- Ability to facilitate collaborative and participatory problem-solving
- Ability to work with others to achieve a common goal.
- Ability to engage in effective communication, active listening, and the ability to compromise.
- Ability to work in groups on projects and assignments.

Communication

- Know the specific literacy and language of the subjects studied
- Use language for academic purposes
- Communicate effectively and meaningfully in a Ghanaian Language and English Language
- Communicate confidently, ethically, and effectively in different social contexts.
- Communicate confidently and effectively to different participants in different contexts
- Ability to communicate effectively verbally, non-verbally and through writing.
- Demonstrate requisite personal and social skills that are consistent with changes in society
- Ability to express ideas clearly and persuasively, listen actively, and respond appropriately
- Ability to develop digital communication skills such as email etiquette and online collaboration.
- Ability to engage in public speaking, debate, and written communication.

Learning for Life

- Understand subject content and apply it in different contexts
- Apply mathematical and scientific concepts in daily life

- Demonstrate mastery of skills in literacy, numeracy, and digital literacy.
- Develop an inquiry-based approach to continual learning.
- Be able to understand higher-order concepts and corresponding underlying principles.
- Participate in the creative use of the expressive arts and engage in aesthetic appreciation.
- Use and apply a variety of digital technologies
- Be digitally literate with a strong understanding of ICT and be confident in its application.
- Be equipped with the necessary qualifications to gain access to further and higher education and the world of work and adult life
- Ability to apply knowledge practically in the workplace so that they are able to utilise theory by translating it into practice.
- Develop their abilities, gifts and talents to be able to play a meaningful role in the development of the country
- Be able to think critically and creatively, anticipate consequences, recognise opportunities and be risk-takers
- Ability to pursue self-directed learning with the desire to chart a path to become effective lifelong learners.
- Independent thinkers and doers who show initiative and take action.
- Ability to innovate and think creatively, building on their knowledge base so that they take risks to achieve new goals
- Ability to think critically and solve problems so that they become positive change agents at work, in further study and in their personal lives.
- Be motivated to adapt to the changing needs of society through self-evaluation and ongoing training
- Be able to establish and maintain innovative enterprises both individually and in collaboration with others.
- Be able to ethically prioritise economic values to ensure stability and autonomy
- Show flexibility and preparedness to deal with job mobility
- Be committed towards the improvement of their quality of life and that of others
- Feel empowered in decision-making processes at various levels e.g., personal, group, class, school, etc.

- Be able to seek and respond to assistance, guidance and/or support when needed.
- Ability to make and adhere to commitments.
- Adopt a healthy and active lifestyle and appreciate how to use leisure time well.
- Be enthusiastic, with the knowledge, understanding and skill that enable them to progress to tertiary level, the world of work and adult life.
- Ability to transition from school to the world of work or further study by applying knowledge, skills and attitudes in new situations.
- Be independent, have academic and communication skills such as clarity of expression (written and spoken), and the ability to support their arguments.
- Be innovative and understand the 21st Century skills and competencies and apply them to everyday life.

Global and Local (Glocal) Citizenship

- Appreciate and respect the Ghanaian identity, culture, and heritage
- Be conscious of current global issues and relate well with people from different cultures
- Act in favour of the common good, social cohesion and social justice
- Have the requisite personal and social skills to handle changes in society
- Appreciate the impact of globalisation on the society.
- Ability to be an honest global citizen displaying leadership skills and moral fortitude with an understanding of the wider world and how to enhance Ghana's standing.

Systems Thinking Competency

- Ability to recognise and understand relationships
- Ability to analyse complex systems
- Ability to think of how systems are embedded within different domains and different scales
- Ability to deal with uncertainty

Normative Competency

- Ability to understand and reflect on the norms and values that underlie one's actions

- Ability to negotiate values, principles, goals, and targets, in a context of conflicts of interests and trade-offs, uncertain knowledge and contradictions

Anticipatory Competency

- Ability to understand and evaluate multiple futures – possible, probable, and desirable
- Ability to create one's vision for the future.
- Ability to apply the precautionary principle
- Ability to assess the consequences of actions
- Ability to deal with risks and changes

Strategic Competency

- Ability to collectively develop and implement innovative actions that further a cause at the local level and beyond.
- Ability to understand the bigger picture and the implications of smaller actions on them

Self-Awareness Competency

- The ability to reflect on one's role in the local community and (global) society
- Ability to continually evaluate and further motivate one's actions
- Ability to deal with one's feelings and desires

Social Emotional Learning (SEL): Five Core Competencies with Examples

I. Self-Awareness

Understanding one's emotions, thoughts, and values and how they influence one's behaviour in various situations. This includes the ability to recognise one's strengths and weaknesses with a sense of confidence and purpose. For instance:

- *Integrating personal and social identities;*
- *Identifying personal, cultural, and linguistic assets;*
- *Identifying one's emotions;*
- *Demonstrating honesty and integrity;*
- *Connecting feelings, values, and thoughts;*

- *Examining prejudices and biases;*
- *Experiencing self-efficacy;*
- *Having a growth mindset;*
- *Developing interests and a sense of purpose;*

2. Self-Management

The capacity to control one's emotions, thoughts, and actions in a variety of situations and to realise one's ambitions. This includes delaying obtaining one's desires, dealing with stress, and feeling motivated and accountable for achieving personal and group goals. For instance:

- *Managing one's emotions;*
- *Identifying and utilising stress-management strategies;*
- *Demonstrating self-discipline and self-motivation;*
- *Setting personal and group goals;*
- *Using planning and organisation skills;*
- *Having the courage to take the initiative;*
- *Demonstrating personal and collective agency;*

3. Social Awareness

The capacity to comprehend and care for others regardless of their backgrounds, cultures, and circumstances. This includes caring for others, understanding larger historical and social norms for behaviour in different contexts, and recognising family, school, and community resources and supports. For instance:

- *Recognising others' strengths*
- *Demonstrating empathy and compassion*
- *Caring about others' feelings*
- *Understanding and expressing gratitude*
- *Recognising situational demands and opportunities*
- *Understanding how organisations and systems influence behaviour*

4. Relationship Skills

The capacity to establish and maintain healthy, beneficial relationships and adapt to various social situations and groups. This includes speaking clearly, listening attentively, collaborating, solving problems and resolving conflicts as a group,

adapting to diverse social and cultural demands and opportunities, taking the initiative, and asking for or offering assistance when necessary. For instance:

- *Communicating effectively;*
- *Building positive relationships;*
- *Demonstrating cultural competence;*
- *Working as a team to solve problems;*
- *Constructively resolving conflicts;*
- *Withstanding negative social pressure;*
- *Taking the initiative in groups;*
- *Seeking or assisting when needed;*
- *Advocating for the rights of others.*

5. Responsible Decision-Making

The capacity to make thoughtful and constructive decisions regarding acting and interacting with others in various situations. This includes weighing the pros and cons of various personal, social, and group well-being actions. For example:

- *Demonstrating curiosity and an open mind;*
- *Solving personal and social problems;*
- *Learning to make reasonable decisions after analysing information, data, and facts;*
- *Anticipating and evaluating the effects of one's actions;*
- *Recognising that critical thinking skills are applicable both inside and outside of the classroom;*
- *Reflecting on one's role in promoting personal, family, and community well-being;*
- *Evaluating personal, interpersonal, community, and institutional impacts*

Learning and Teaching Approaches

Learning and teaching should develop learners as self-directed and lifelong learners. Learners must be helped to build up deep learning skills and competencies to develop the ability to acquire, integrate and apply knowledge and skills to solve authentic and real-life problems. Learners need to be exposed to a variety of learning experiences to enable them to collaborate with others, construct meaning, plan, manage, and make choices and decisions about their learning. This will allow them to internalise newly acquired knowledge and skills and help them

to take ownership of their education. The 21st Century skills and competencies describe the relevant global and contextualised skills that the SHS curriculum is designed to help learners acquire in addition to the 4Rs (Reading, wRiting, aRithmetic and cReativity). These skills and competencies, as tools for learning and teaching and skills for life, will allow learners to become critical thinkers, problem-solvers, creators, innovators, good communicators, collaborators, digitally literate, and culturally and globally sensitive citizens who are life-long learners with a keen interest in their personal development and contributing to national development.

Given the diverse needs of learners, teachers need to have a thorough grasp of the different pedagogies as they design and enact meaningful learning experiences to meet the needs of different learners in the classroom. The teaching-learning techniques and strategies should include practical activities, discussion, investigation, role play, problem-based, context-based, and project-based learning. Active learning strategies have become increasingly popular in education as they provide learners with meaningful opportunities to engage with the material. These strategies emphasise the use of creative and inclusive pedagogies and learner-centred approaches anchored on authentic and enquiry-based learning, collaborative and cooperative learning, differentiated teaching and learning, holistic learning, and cross-disciplinary learning. They include experiential learning, problem-based learning, project-based learning, and talk-for-learning approaches. Some of the pedagogical exemplars to guide learning and teaching of the SHS curriculum include:

- **Experiential Learning:** Experiential learning is a hands-on approach to learning that involves learners in real-world experiences. This approach focuses on the process of learning rather than the result. Learners are encouraged to reflect on their experiences and use them to develop new skills and knowledge. Experiential learning can take many forms, including internships, service learning, and field trips. One of the main benefits of experiential learning is that it allows learners to apply what they have learned in the classroom to real-world situations. This can help them develop a deeper understanding of the material and make connections between different concepts. Additionally, experiential learning can help learners develop important skills such as critical thinking, problem-solving and communication.
- **Problem-Based Learning:** Problem-based learning is an approach that involves learners in solving real-world problems. Learners are presented with

a problem or scenario and are asked to work together to find a solution. This approach encourages learners to take an active role in their learning and helps them develop important skills such as critical thinking and problem-solving. One of the main benefits of problem-based learning is that it encourages learners to take ownership of their learning. By working together to solve problems, learners can develop important skills such as collaboration and communication. Additionally, problem-based learning can help learners develop a deeper understanding of the material as they apply it to real-world situations.

- **Project-Based Learning:** Project-based learning is a hands-on approach to learning that involves learners in creating a project or product. This approach allows learners to take an active role in their learning and encourages them to develop important skills such as critical thinking, problem-solving, collaboration, and communication. One of the main benefits of project-based learning is that it allows learners to apply what they have learned in the classroom to real-world situations. Additionally, project-based learning can help learners develop important skills from each other and develop a deeper understanding of the material.
- **Talk for Learning Approaches:** Talk for learning approaches (TfL) are a range of techniques and strategies that are used to encourage learners to talk by involving them in discussions and debates about the material they are learning. This approach encourages learners to take an active role in their learning and helps them develop important skills such as critical thinking, collaboration and communication and also makes them develop confidence. One of the main benefits of TfL is that it encourages learners to think deeply about the material they are learning. By engaging in discussions and debates, learners can develop a deeper understanding of the material and make connections between different concepts.
- **Initiating Talk for Learning:** Initiating talk for learning requires the use of strategies that would encourage learners to talk in class. It helps learners to talk and participate meaningfully and actively in the teaching and learning process. Apart from developing skills such as communication and critical thinking, it also helps learners to develop confidence. Some strategies for initiating talk among learners are Activity Ball; Think-Pair-Share; Always, Sometimes, Never True; Matching and Ordering of Cards.
- **Building on What Others Say:** Building on what others say is an approach that involves learners in listening to and responding to their classmates'

ideas. This approach encourages learners to take an active role in their learning and helps them develop important skills such as critical thinking and communication. One of the main benefits of building on what others say is that it encourages learners to think deeply about the material they are learning. By listening to their classmates' ideas, learners can develop a deeper understanding of the material and make connections between different concepts. Additionally, building on what others say can help learners develop important skills such as collaboration and reflection. Some of the strategies to encourage learners to build on what others say are brainstorming, concept cartoons, pyramid discussion, and 5 Whys, amongst others.

- **Managing Talk for Learning:** Managing talk for learning requires the use of various strategies to effectively coordinate what learners say in class. Effective communication is a crucial aspect of learning in the classroom. Teachers must manage talk to ensure that learners are engaged, learning, and on-task in meaningful and purposeful ways. Some strategies for managing learners' contributions are debates, think-pair-share, sage in the circle etc.
- **Structuring Talk for Learning:** One effective way to shape learners' contributions is to structure classroom discussions. Structured discussions provide a framework for learners to engage in meaningful dialogue and develop critical thinking skills. Teachers can structure discussions by providing clear guidelines, such as speaking one at a time, listening actively, and building on each other's ideas. One popular structured discussion technique is the "think-pair-share" method. In this method, learners think about a question or prompt individually, and then pair up with a partner to discuss their ideas. Finally, the pairs share their ideas with the whole class. This method encourages all learners to participate and ensures that everyone has a chance to share their thoughts. Another effective way to structure talk for learning is to use open-ended questions. Open-ended questions encourage learners to think deeply and critically about a topic. They also promote discussion and collaboration among learners. Teachers can use open-ended questions to guide classroom discussions and encourage learners to share their ideas and perspectives. Other strategies that can be used are Concept/Mind Mapping, "Know," "Want to Know," "Learned" (KWL); Participatory Feedback; and the 5 Whys.
- **Diamond Nine:** The Diamond Nine activity is a useful tool for managing talk for learning in the classroom. This activity involves ranking items or ideas in order of importance or relevance. Learners work in groups to arrange cards

or sticky notes with different ideas or concepts into a diamond shape, with the most important idea at the top and the least important at the bottom. The Diamond Nine activity encourages learners to think critically about a topic and prioritise their ideas. It also promotes collaboration and discussion among group members. Teachers can use this activity to introduce a new topic, review material, or assess student understanding.

- **Group Work/Collaborative Learning:** Group work or collaborative learning are effective strategies for managing talk for learning in the classroom. These strategies encourage learners to work together to solve problems, share ideas, and learn from each other. Group work and collaborative learning also promote communication and collaborative skills that are essential for success in the workplace and in life. To implement group work effectively, teachers must provide clear guidelines and expectations for group members. They should also monitor group work to ensure that all learners are participating and on-task. Teachers can also use group work as an opportunity to assess individual student understanding and participation.
- **Inquiry-Based Learning:** Learners explore and discover new information by asking questions and investigating.
- **Problem-Based Learning:** Learners are given real-world problems to solve and must use critical thinking and problem-solving skills.
- **Project-Based Learning:** Learners work on long-term projects that relate to real-world scenarios.
- **Flipped Classroom:** Learners watch lectures or instructional videos at home and complete assignments and activities in class.
- **Mastery-Based Learning:** Learners learn at their own pace and only move on to new material once they have mastered the current material.
- **Gamification:** Learning is turned into a game-like experience with points, rewards, and competition.

These strategies provide learners with opportunities to engage with the material in meaningful ways and develop important skills such as critical thinking, problem-solving, collaboration, and communication. By incorporating these strategies into their teaching, teachers can help learners develop a deeper understanding of the material and prepare them for success in the real world. Effective communication is essential for learning in the classroom. Teachers must manage talk to ensure that learners are engaged in learning and on-task. Strategies such as structuring

talk for learning, using Diamond Nine activities, and implementing group work/ collaborative learning can help teachers manage talk effectively and promote student learning and engagement. By implementing these strategies, teachers can create a positive and productive learning environment where all learners can succeed.

Universal Design for Learning (UDL) in the SHS Curriculum

The design of the curriculum uses UDL to ensure the creation of flexible learning environments that can accommodate a wide range of learner abilities, needs, and preferences. The curriculum is designed to provide multiple means of engagement, representation, and action and expression, so teachers can create a more inclusive and effective learning experience for all learners. UDL is beneficial for all learners, but it is particularly beneficial for learners needing special support and learners who may struggle with traditional teaching approaches. The integration of UDL in the pedagogy is aimed at making learning accessible to everyone and helping all learners reach their full potential. For instance, teachers need to:

- incorporate multiple means of representation into their pedagogy, such as using different types of media and materials to present information.
- provide learners with multiple means of action and expression, such as giving them options for how they can demonstrate their learning.
- consider incorporating multiple means of engagement into their choice of pedagogy, such as incorporating games or interactive activities to make learning more fun and engaging.

By doing these, teachers can help ensure that the curriculum is accessible and effective for all learners, regardless of their individual needs and abilities.

Curriculum and Assessment Design: Revised Bloom's Taxonomy and Webb's Depth of Knowledge

The design of this curriculum uses the revised Bloom's Taxonomy and Webb's Depth of Knowledge (DoK) as frameworks to design what to teach and assess.

The Revised Bloom's Taxonomy provides a framework for designing effective learning experiences. Understanding the different levels of learning, informed the creation of activities and assessments that challenge learners at the appropriate level and help them progress to higher levels of thinking. Additionally, the framework emphasises the importance of higher-order thinking skills, such

as analysis, evaluation, and creation, which are essential for success in today's complex and rapidly changing world. This framework is a valuable tool for educators who want to design effective learning experiences that challenge students at the appropriate level and help them develop higher-order thinking skills. By understanding the six levels of learning and incorporating them into their teaching, educators can help prepare students for success in the 21st century. The six hierarchical levels of the revised Bloom's Taxonomy are:

1. **Remember** – At the foundation is learners' ability to remember. That is retrieving knowledge from long-term memory. This level requires learners to recall concepts—identify, recall, and retrieve information. Remembering is comprised of identifying, listing, and describing. Retrieving relevant knowledge from long-term memory includes, recognising, and recalling is critical for this level.
2. **Understand** – At understanding, learners are required to construct meaning that can be shown through clarification, paraphrasing, representing, comparing, contrasting and the ability to predict. This level requires interpretation, demonstration, and classification. Learners explain and interpret concepts at this level.
3. **Apply** – This level requires learners' ability to carry out procedures at the right time in a given situation. This level requires the application of knowledge to novel situations as well as executing, implementing, and solving problems. To apply, learners must solve multi-step problems.
4. **Analyse** – The ability to break things down into their parts and determine relationships between those parts and being able to tell the difference between what is relevant and irrelevant. At this level, information is deconstructed, and its relationships are understood. Comparing and contrasting information and organising it is key. Breaking material into its constituent parts and detecting how the parts relate to one another and an overall structure or purpose is required. The analysis also includes differentiating, organising and attributing.
5. **Evaluate** – The ability to make judgments based on criteria. To check whether there are fallacies and inconsistencies. This level involves information evaluation, critique, examination, and formulation of hypotheses.
6. **Create** – The ability to design a project or an experiment. To create, entails learners bringing something new. This level requires generating information—planning, designing, and constructing.

Webb's Depth of Knowledge (DoK) is a framework that helps educators and learners understand the level of cognitive engagement required for different types of learning tasks. The framework includes four levels. By understanding the four DoK levels, educators can design learning activities that challenge students to engage in deeper thinking and problem-solving. DoK is an essential tool for designing effective instruction and assessments. By understanding the different levels of DoK, teachers can design instruction and assessments that align with what they intend to achieve. DoK is a useful tool for differentiating instruction and providing appropriate challenges for all learners. Teachers can use DOK to identify students who need additional support or those who are ready for more advanced tasks. The four levels of Webb's' DoK assessment framework are:

- **Level 1: Recall and Reproduction** – Assessment at this level is on recall of facts, concepts, information, and procedures—this involves basic knowledge acquisition. Learners are asked specific questions to launch activities, exercises, and assessments. The assessment is focused on recollection and reproduction.
- **Level 2: Skills of Conceptual Understanding** – Assessment at this level goes beyond simple recall to include making connections between pieces of information. The learner's application of skills and concepts is assessed. The assessment task is focused more on the use of information to solve multi-step problems. A learner is required to make decisions about how to apply facts and details provided to them.
- **Level 3: Strategic Reasoning** – At this level, the learner's strategic thinking and reasoning which is abstract and complex is assessed. The assessment task requires learners to analyse and evaluate composite real-world problems with predictable outcomes. A learner must apply logic, employ problem-solving strategies, and use skills from multiple subject areas to generate solutions. Multitasking is expected of learners at this level.
- **Level 4: Extended Critical Thinking and Reasoning** – At this level of assessment, the learner's extended thinking to solve complex and authentic problems with unpredictable outcomes is the goal. The learner must be able to strategically analyse, investigate, and reflect while working to solve a problem, or changing their approach to accommodate new information. The assessment requires sophisticated and creative thinking. As part of this assessment, the learner must know how to evaluate their progress and determine whether they are on track to a feasible solution for themselves.

The main distinction between these two conceptual frameworks is what is measured. The revised Bloom's Taxonomy assesses the cognitive level that learners must demonstrate as evidence that a learning experience occurred. The DoK, on the other hand, is focused on the context—the scenario, setting, or situation—in which learners should express their learning. In this curriculum, the revised Bloom's taxonomy guided the design, and the DoK is used to guide the assessment of learning. The taxonomy provides the instructional framework, and the DoK analyses the assignment specifics. It is important to note that Bloom's Taxonomy requires learners to master the lower levels before progressing to the next. So, suppose the goal is to apply a mathematical formula. In that case, they must first be able to identify that formula and its primary purpose (remember and understand). The cognitive rigour is therefore presented in incremental steps to demonstrate the learning progression. When measuring assessments in DoK, learners move fluidly through all levels. In the same example, while solving a problem with a formula, learners recall the formula (DoK 1) to solve the problem (DoK 2 and DoK 3). Depending on the difficulty of the problem to be solved, the learner may progress to DoK 4.

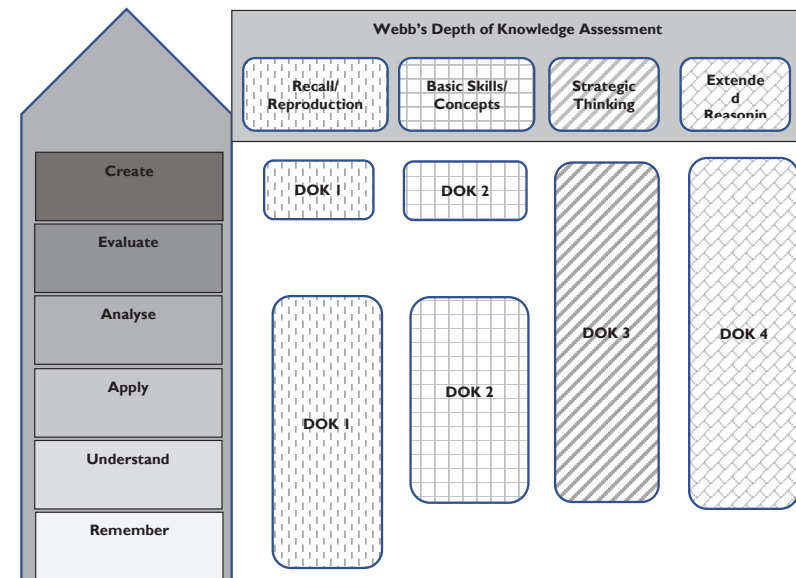


Figure 1: Revised Bloom Taxonomy combined with Webb's Depth of Knowledge for Teaching and Assessment

The structure of teaching and the assessment should align with the six levels of Bloom’s knowledge hierarchy and DoK shown in Figure 1. Each level of DoK

should be used to assess specific domains of Bloom’s Taxonomy as illustrated in the table below:

Depth of Knowledge (DoK) Assessment	Bloom’s Taxonomy applied to DoK
• Level 1: Recall and Reproduction	• Remembering, Understanding, Application, Analysis and Creation
• Level 2: Basic Skills and Concepts	• Understanding, Application, Analysis and Creation
• Level 3: Strategic Thinking	• Understanding, Application, Analysis, Evaluation and Creation
• Level 4: Extended Reasoning	• Understanding, Application, Analysis, Evaluation and Creation

In line with the National Pre-Tertiary Learning and Assessment Framework, the Secondary Education Assessment Guide (SEAG) requires that classroom assessments should cover **Assessment as learning (AaL), Assessment of learning (AoL) and Assessment for learning (AfL)**. Therefore, teachers should align the Revised Bloom’s Taxonomy with the DoK framework of assessment. Formative assessments should include classroom discussions, project-based assignments, and self-reflection exercises, while summative assessments should include standardised tests and rubric-based evaluations of learners’ work. It is important to seek feedback from learners themselves, as they may have unique insights into how well they are developing these skills in the classroom.

To assess 21st Century skills and competencies in the classroom, teachers will have to use a combination of both formative and summative assessments to evaluate learners’ acquisition of these skills and competencies. For instance:

- Identify the specific 21st Century skills and competencies to be assessed. For instance, you might want to assess *critical thinking, problem-solving, or creativity*.
- Align the skills and competencies with the DoK levels. For example, lower DoK levels might be more appropriate for assessing basic knowledge and

comprehension, whereas higher DoK levels might be more appropriate for assessing more complex skills such as *analysis, synthesis, and evaluation*.

- Develop assessment items that align with the DoK levels and the skills and competencies you want to assess. These items should be designed to elicit evidence of learning across the different levels of the DoK framework.
- Administer the assessment and collect data. Analyse the data to gain insights into student learning and identify areas where learners may need additional support or instruction.

The DoK framework is a powerful tool for assessing the acquisition of 21st Century skills and competencies in the classroom, helping teachers to better understand how learners are learning and identify areas for improvement.

Educational success is no longer about producing content knowledge, but rather about extrapolating from what we know and applying the knowledge creatively in new situations.

The overall assessment of learning at SHS should be aligned with the National Pre-Tertiary Learning and Assessment Framework and the Secondary Education Assessment Guide. Formative and summative assessment strategies must be used.

Definition of Key Terms and Concepts in the Curriculum

- **Learning Outcomes:** It is a statement that defines the knowledge, skills, and abilities that learners should possess and be able to demonstrate after completing a learning experience. They are specific, measurable, attainable, and aligned with the content standards of the curriculum. It helps the teachers to determine what to teach, how to teach, and how to assess learning. Also, it communicates expectations to learners and helps them to better master the subject.
- **Learning Indicators:** They are measures that allow teachers to observe progress in the development of capacities and skills. They provide a simple and reliable means to evaluate the quality and efficacy of teaching practices, content delivery, and attainment of learning outcomes.
- **Content Standards:** It is a statement that defines the knowledge, skills, and understanding that learners are expected to learn in a particular subject area or grade level. They provide a clear target for learners and teachers and help focus resources on learner achievement.
- **Pedagogical Exemplars:** They are teaching examples used to convey values and standards to learners. Pedagogical Exemplars are usually demonstrated through teacher behaviour.
- **Assessment:** It is the systematic collection and analysis of data about learners' learning to improve the learning process or make a judgement on learner achievement levels. Assessment is aimed at developing a deep understanding of what learners know, understand, and can do with their knowledge because of their educational experiences. Assessment involves the use of empirical data on learners' learning to improve learning. Assessment is an essential aspect of the teaching and learning process in education, which enables teachers to assess the effectiveness of their teaching by linking learner performance to specific learning outcomes.
- **Teaching and Learning Resources:** Teaching and learning resources are essential tools for teachers to provide high-quality education to their learners. These resources can take various forms, including textbooks, audiovisual materials, online resources, and educational software. It is also important to avoid stereotypes and use inclusive language in teaching and learning resources. This means avoiding language that reinforces negative stereotypes and using language that is respectful and inclusive of all individuals regardless of their background. Using a consistent tone, style, and design is very important.

PHILOSOPHY, VISION AND GOAL OF ART AND DESIGN STUDIO

Philosophy

The Art and Design Studio curriculum empowers learners to recreate and express themselves in a variety of materials, ideas and concepts. It is premised on helping all learners discover and develop their creative capacities to express these capacities in different ways to enrich their learning experience. Through hands-on activities in a learner-centred environment, all learners are prepared to be critical thinkers who are digitally literate, work collaboratively and communicate effectively, and use relevant and creative innovations as responsible global citizens to enter the world of work, adult life and further studies.

Vision

The Art and Design Studio curriculum is to prepare and equip learners with the 21st Century skills and competencies to understand and apply creative thinking and innovative processes, express concepts and ideas and work independently and collaboratively to create solutions through the application of Art and Design Studio principles for the world of work, adult life and further studies as responsible citizens.

Goal

The study of Art and Design Studio seeks to:

- engage learners to acquire creative and innovative, critical thinking and problem-solving skills, as well as collaborative and communicative competencies needed to develop ideas for designing, making and responding to artistic concepts, ideas, processes and products.
- provide an enabling environment that fosters an individual's confidence, curiosity, innovative spirit and lifelong enjoyment of art and personal sense of social and cultural identity.
- develop learners' foundational knowledge and skills to make informed choices of career courses and vocations in the creative arts industry.
- embrace all domains of knowledge and life: intellectual, social, psychological, spiritual, artistic, aesthetic and physical.

- provide avenues for performing, producing, and self-expression in art and design.
- develop the skills, ability and aptitudes to adapt positively to the rapidly changing local and global environment and transmit, promote and preserve the Ghanaian culture.
- prepare learners with technical, vocational and entrepreneurial skills needed for self-employment and the world of work in supporting the nation's economy and well-being.
- facilitate the recognition and respect of all and value the culture of others; locally, nationally and globally through engaging with artworks, art making and arts professions.

Contextual Issues

The creative arts subjects in the secondary curriculum have been underdeveloped, underutilised, undervalued and under-resourced for a long time. This has discouraged many learners who may even have the natural talent and passion to pursue courses in this learning area. Pedagogy prevalent is restricted to classroom activities thus ignoring the resources available in the communities around the school. Activities such as museums, galleries, community visits and periodic exhibitions of products are essential components of art and design, provide specific contents beyond the existing specifications in the curriculum, and provide solutions to the overlaps in the studio disciplines in the art and design. This allows learners to delve into other subjects and prepare them to pursue dreams of higher education disciplines beyond art and design. These should be seen as essential co-curricular activities which serve to enrich their learning.

An area of concern is low female enrolment. Female participation in the Art and Design subject can be improved through inclusive learning strategies that encourage varied gender and social interests. Additionally, an essential review of the material content of studio activities is applied in a democratic learning environment. Learners are therefore encouraged to source requisite materials and contents from their immediate environment, to express their creative capabilities relevant to society with extensive use of ICT, Computer-Aided Design (CAD) and other modern technological tools.

Rationale

Art and Design Studio presents unique, powerful, and multiple ways of expressing, perceiving, interpreting, knowing, representing, and communicating understandings about self, concepts, ideas and the world. The study of art and design studio for secondary education will help learners to express their ideas in varied forms, in all three elements of 2 and 3-Dimensional arts, and the opportunity to experiment and hone their control with 21st Century competencies.

Art and Design Studio promotes open-ended, divergent, and dialogic thinking and encourages empathy and self-actualisation. The Art and Design Studio curriculum fosters imaginative, exploratory, active, and personalised learning opportunities that engage and motivate. The Art and Design Studio curriculum enables students to explore cross-cutting abilities, which empower learners to

think imaginatively, innovatively, with flexibility and empathy, and with confidence to deal with opportunity and risk.

The Art and Design Studio curriculum offers a sustained, quality art and design education that seeks to develop the artistic dimension within all learners, enabling them to mature into visually and artistically responsible literate adults, able to enjoy and participate fully and think critically about national development. Art and Design education has the potential to promote responsible leadership and to prepare and inspire future citizens of the world to address the most critical challenges of their times, especially issues relating to gender, equity and social inclusivity.

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SCOPE AND SEQUENCE

Art and Design Studio Summary

S/N	STRAND	SUB-STRAND	YEAR 1			YEAR 2			YEAR 3		
			CS	LO	LI	CS	LO	LI	CS	LO	LI
1.	Art and Design Theories and Application	Meanings, Scope and Role of Art and Design Studio	1	1	2	1	1	2	1	1	3
2.		Material Classifications and Methods	1	3	3	1	1	2	1	1	2
3.		Professional Practice and Ethics	1	1	2	1	1	2	1	1	2
4.	Creative Methodologies	Thinking Studio	1	1	3	1	1	3	1	1	3
5.		Fabrication and Construction	2	2	4	2	2	6	2	2	6
6.	Creative Project	Artefact Production	1	1	2	1	1	3	1	1	3
7.		Portfolio Building	1	1	3	1	1	3	1	1	3
Total			8	10	19	8	8	21	8	8	22

Overall Totals (SHS 1 – 3)

Content Standards	24
Learning Outcomes	26
Learning Indicators	62

YEAR ONE

Subject **ART AND DESIGN STUDIO**
Strand **I. ART AND DESIGN THEORIES AND APPLICATION**
Sub-Strand **I. MEANINGS, SCOPE AND ROLE OF ART AND DESIGN STUDIO**

Learning Outcomes	21 st Century Skills and Competencies	GESI ¹ , SEL ² and Shared National Values
<p>I.I.I.LO.I</p> <p>Analyse the scope and role of Art and Design Studios in Ghanaian society.</p>	<p>Collaboration and Communication; Digital literacy: Learners develop an awareness of the meaning and major scopes of Art and Design studio practices through research and dissemination.</p> <p>Critical Thinking and Problem Solving; Digital Literacy: Learners develop the ability to use available technologies in solving problems in society as they reflect on various fields under fine art and applied art and their respective career opportunities in groups to create a chart/legend/video presentation.</p> <p>Critical Thinking and Problem-Solving Digital Literacy: Learners acquire the skills to think critically and to solve problems using the available technologies as they analyse the scope of common methods in Art and Design and their respective career opportunities.</p> <p>Collaboration and Communication; Digital Literacy; Cultural identity</p> <ul style="list-style-type: none"> • Learners develop skills in communication and cultural identity as they analyse the roles of Art and Design studio practices in the training of student-artists. • Learners acquire the skill of collaboration and cultural identity as they brainstorm with others to generate 	<p>GESI: Providing the opportunity for diverse learners with different abilities and from different backgrounds to actively participate in all lessons inclusively and using GESI responsive language as pedagogy ensures;</p> <ul style="list-style-type: none"> • awareness of personal biases and stereotypes in analysing the scope of common methods in Art and Design. • respect and tolerance for an individual’s uniqueness and peculiarities • sensitivity to the interrelatedness of the various spheres of life, groups and individuals. <p>SEL: Creating opportunities for learners to build their Social Emotional Learning Competencies - <i>Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decisions</i> are integrated throughout all lessons to encourage inclusion. As part of achieving each learning outcome in the curriculum, the teacher should apply the social-emotional learning strategies to ensure that learners are:</p> <ul style="list-style-type: none"> • self-reflecting and finding confidence • exhibiting motivation, and SMART goal setting • managing emotions and conflicts • showing empathy and cooperation <p>These may be done by the teacher through modelling emotional self-regulation and decision-making, and the</p>

¹ Gender Equality and Social Inclusion

² Socio-Emotional Learning

	<p>ideas and solutions on the concept of an art studio and what it entails as well as how it is used in the making of artworks.</p> <ul style="list-style-type: none"> Learners develop the skill of communicating with others and using available technologies to process information as they question the lives of the professional artists and artist residence programmes and relate it to their cultural identity for presentation. <p>Collaboration and Communication; Digital Literacy; Cultural identity: Learners develop the skill of communicating with others and using available technologies to process information research as they discuss and make presentations on the roles of Art and Design studio practices in the training of student-artists.</p> <p>Collaboration and Communication; Digital Literacy; Critical Thinking, Creative Thinking and Problem-Solving: Learners develop the skill of communicating and thinking critically to generate solutions to problems as they search to identify and present art studio tools and materials, the safety precautions and how they are used.</p>	<p>promotion of positive self-talk with self-made portraits, as learners analyse the scope and role of Art and Design Studios in Ghanaian society.</p> <p>National core values: In the selection of art or design works focus should be placed on national values and attitudes, e.g., patriotism, faithfulness, honesty, loyalty, discipline, respect, humility, assertiveness, and good citizenship.</p>
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Content Standards	Learning Indicators and Pedagogical Exemplars with 21 st Century and GESI	Assessment
<p>I.1.1.CS.1</p> <p>Demonstrate understanding of the Scope and role of Art and Design Studios in the Ghanaian society</p>	<p>I.1.1.LI.1</p> <p>Document the components of Art and Design Studio: Sculpture, Painting, Graphic Design, Textiles, Ceramics, Jewellery, Leatherwork, Pliable Arts (Basketry, Fibres and Fabrics, etc.), Contemporary Art</p> <p>Experiential Learning; Group/Collaborative Learning:</p> <ul style="list-style-type: none"> Mixed-ability groups allow all learners especially girls and the shy to handle some of the real objects, research and document the scopes of Art and Design Studio about Fine Arts and Applied Art Use the lesson to address misconceptions and stereotypes about the components of Art and Design Studio, (e.g., the misconceptions and stereotypes about what males and females can and cannot do) <p>Talk for Learning:</p> <ul style="list-style-type: none"> Through question-and-answer sessions, discuss the various scopes in Art and Design studio practice in convenient groups for class presentations. Encourage all learners to work according to their ability, e.g., GATE/SEN learners. <p>Problem-Based Learning: Analyse the scope of common methods in Art and Design. Examples:</p> <ol style="list-style-type: none"> Drawing and Illustration, CAD Painting, Printing, Pattern making Weaving, Modelling, Carving, Metalsmithing, Assemblage and Construction Allow all learners to handle some of the real objects to help in concept understanding 	<p>I.1.1.AS.1</p> <p>Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning</p>
	<p>I.1.1.LI.2</p> <p>Document the roles of the various components of the Art and Design Studio</p> <p>Collaborative Learning: In small groups document the roles of the various components of the Art and Design studio about Fine Arts and Applied Art.</p> <p>Talk for Learning: Discuss the implications of various roles in art and design studios and share them with the whole class.</p>	<p>I.1.1.AS.2</p> <p>Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended</p>

	<p>Problem-Based Learning: Examine common methods and their implications for the role of Art and Design.</p> <p>Example:</p> <ol style="list-style-type: none"> 1. Drawing and Illustration, CAD 2. Painting, Printing, Pattern making 3. Weaving, Modelling, Carving, Metalsmithing, Assemblage and Construction 				<p>critical thinking and reasoning</p>
<p>Teaching and Learning Materials</p>	<ul style="list-style-type: none"> • textbooks • web references • audio-visual resources • projector • LCD Screens • flip charts • TLRs on art and design studio practices • camera • charts • illustrations • magazine 	<ul style="list-style-type: none"> • computer • modelling • printmaking • carving • casting and assemblage tools • dyes • wax • plasticine • nylon chords • twine 	<ul style="list-style-type: none"> • fabrics • wire mesh • organdie • canvas • zinc plate • aluminium sheet • hand drills • copper wires • bolts and knots • rivets, eyelets, sand • Plaster of Paris 	<ul style="list-style-type: none"> • white cement • cement fondu • clay • mahogany • ebony wood • Osese • flip charts • TLRs on visual thinking • posters • flyers 	<ul style="list-style-type: none"> • buntings • paintings • sculpture • ceramics and pottery • graphics • textiles • jewellery • basketry • leather • drawings and illustrations

Subject **ART AND DESIGN STUDIO**
Strand **1. ART AND DESIGN THEORIES AND APPLICATION**
Sub-Strand **2. MATERIAL CLASSIFICATIONS AND METHODS**

Learning Outcomes	21 st Century Skills and Competencies	GESI, SEL and Shared National Values
<p>I.1.2.LO.1</p> <p>Examine art materials in the environment; their nature, method, and use.</p>	<p>Collaboration and Communication; Creative Thinking and Problem-Solving: Learners acquire collaborative and communication skills, as well as creative thinking as they generate material content from artworks found in the community and during various occasions.</p> <p>Collaboration and Communication; Creative Thinking and Problem-Solving: Learners acquire the skill of collaborating to think creatively in solving problems as they research to categorise the materials used in creating found artworks.</p> <p>Collaboration and Communication; Creative thinking: Learners develop the ability to collaborate with their peers and others to think creatively and talk intelligently about the concept of art media.</p> <p>Collaboration and Communication, Critical Thinking and Problem-Solving; Digital Literacy: Learners develop the ability to collaborate with their peers and others to think creatively and talk intelligently about Art media. They also acquire the skill of using the available technologies process and present art media by nature, uses and form of art.</p>	<p>GESI: Encouraging all learners in class irrespective of diversity, gender, mixed ability and backgrounds and supporting each of them to share their views ensures;</p> <ul style="list-style-type: none"> • respect for individuals of varying beliefs, religions, backgrounds and cultures • knowledge of themselves and others' peculiarities and stereotypes • tolerance for diversity and respect for all. <p>SEL: Creating opportunities for learners to build their Social Emotional Learning Competencies - <i>Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decisions</i> are integrated throughout all lessons to encourage inclusion. As part of achieving each learning outcome in the curriculum, the teacher should apply the social-emotional learning strategies to ensure that learners are:</p> <ul style="list-style-type: none"> • self-reflecting and finding confidence • exhibiting motivation, and SMART goal-setting • managing emotions and conflicts • showing empathy and cooperation

		<p>These may be done by the teacher through modelling emotional self-regulation and decision-making, and the promotion of positive self-talk with self-made portraits, as learners examine art materials in the environment to their nature, method, and use.</p> <p>National core values: Tolerance, friendliness, open-mindedness, patience, commitment and hard work.</p>
<p>I.1.2.LO.2 Investigate basic methods and techniques for creating 2-D and 3-D art and design works.</p>	<p>Collaboration and Communication, Critical Thinking and Problem-Solving, Creative Expression and Innovation; Digital Literacy: Learners develop collaborative and communication skills as they think critically and work together with their peers to analyse the basic methods and techniques to create 2-Dimensional and 3-Dimensional art and design works. They also develop digital literacy through the processing and presentation of their findings.</p> <p>Collaboration and Communication, Critical Thinking and Problem-Solving, Creative Expression and Innovation; Digital Literacy:</p> <ul style="list-style-type: none"> • Learners acquire collaborative, communication and innovative skills as they work together with their peers to think critically and create Two-Dimensional and Three-Dimensional art and design works using different art and design media. • They also develop digital literacy through the presentation of the art and design works created using the available technologies and modes of presentation such as chart/legend/video presentation (E.g., using PowerPoint application). 	<p>GESI: Encouraging all learners in class irrespective of diversity, gender, mixed ability and backgrounds, supporting each of them to share their views ensures;</p> <ul style="list-style-type: none"> • respect for individuals of varying beliefs, religions, backgrounds and cultures • knowledge of themselves and others' peculiarities and stereotypes • tolerance for diversity and respect for all <p>SEL: Creating opportunities for learners to build their Social Emotional Learning Competencies - <i>Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decisions</i> are integrated throughout all lessons to encourage inclusion. As part of achieving each learning outcome in the curriculum, the teacher should apply the social-emotional learning strategies to ensure that learners are:</p> <ul style="list-style-type: none"> • self-reflecting and finding confidence • exhibiting motivation, and SMART goal setting • managing emotions and conflicts

	<p>Critical Thinking and Problem-Solving, Creative Expression and Innovation; Digital Literacy: Learners develop skills in digital literacy, creative expression and innovation by using the available technologies to create and share electronically generated media artform.</p> <p>Communication, Critical Thinking and Problem-Solving, Creative Expression and Innovation; Digital Literacy</p> <ul style="list-style-type: none"> • By using mixed media to create 2-Dimensional and 3-Dimensional artworks. • Learners share their artwork for class discussion using chart/legend/video presentation (E.g., using PowerPoint application). 	<ul style="list-style-type: none"> • showing empathy and cooperation <p>The following actions should be used to address social and emotional learning issues: learners investigate basic methods and techniques for creating 2-D and 3-D art and design works.</p> <p>National core values: Tolerance, friendliness, open-mindedness, patience, commitment and hard work</p>
I.1.2.LO.3		
Discuss the basic methods for preparing and storing art media.	<p>Communication and Collaboration, Critical Thinking and Problem-Solving: Learners develop the skill of collaborating to think critically in solving problems as they identify and differentiate tools, materials and equipment used for art and design studio practice.</p> <p>Communication and Collaboration, Leadership, Critical Thinking and Problem-Solving, Creative Expression and Innovation; Digital Literacy</p> <ul style="list-style-type: none"> • Learners acquire the ethics and skills of creative expression, communication and leadership as they take turns to share ideas and discuss needed skills in cleaning, maintaining and storing tools, materials and equipment. • They also become responsible as they make and observe basic rules to govern themselves whenever they go to the studio. 	<p>GESI: Promoting inclusivity in the classroom by encouraging every learner with mixed ability, gender, and from different social backgrounds to actively participate in lessons, cross-sharing of ideas and thoughts between and among groups and individuals ensures;</p> <ul style="list-style-type: none"> • respecting individuals of varying beliefs, religions and cultures • being sensitive to the inter-relatedness of the various spheres of life, groups and individuals • being aware of personal biases and stereotypes • embracing diversity and practising inclusion <p>SEL: Creating opportunities for learners to build their Social Emotional Learning Competencies - <i>Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decisions</i> are integrated throughout all lessons to encourage inclusion. As part of achieving each learning</p>

		<p>outcome in the curriculum, the teacher should apply the social-emotional learning strategies to ensure that learners are:</p> <ul style="list-style-type: none">• self-reflecting and finding confidence• exhibiting motivation, and SMART goal setting• managing emotions and conflicts• showing empathy and cooperation <p>These may be done by the teacher through modelling emotional self-regulation and decision-making, and the promotion of positive self-talk with self-made portraits, as learners discuss the basic methods for preparing and storing art media.</p> <p>National core values: Tolerance, friendliness, open-mindedness, patience, commitment, hard work and integrity</p>
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Content Standards	Learning Indicators and Pedagogical Exemplars with 21 st Century and GESI	Assessment
<p>I.1.2.CS.1</p> <p>Demonstrate knowledge and understanding of art and design material classification and method.</p>	<p>I.1.2.LI.1</p> <p>Discuss art materials according to nature, technique and purpose</p> <p>Group Work /Collaborative Learning</p> <ul style="list-style-type: none"> In small groups, research and document materials in art and design works found in the community <p>Managing talk for Learning: In groups of mixed-ability, categorise the materials used in creating the artworks found and share them with the whole class.</p> <ul style="list-style-type: none"> Project-Based Learning; Group Work /Collaborative Learning: In gender-balanced groups, generate a pictorial chart to classify art media according to their nature, uses, and artworks. 	<p>I.1.2.AS.1</p> <p>Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning</p>
	<p>I.1.2.LI.2</p> <p>Discuss the basic methods and techniques in creating 2-D and 3-D art and design works</p> <ul style="list-style-type: none"> Collaborative and Experiential Learning: Document basic methods and techniques for creating 2-D and 3-D art and design works, both individually and in group. Problem-based Learning; Group Work/ Collaborative Learning: Examine the basic methods and techniques used in creating 2-D and 3-D works in art and design. Project-based Learning; Group Work/ Collaborative Learning: In smaller groups create a spidergram on the techniques processes and potential materials they can be utilized on. 	<p>I.1.2.AS.2</p> <p>Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning</p>
	<p>I.1.2.LI.3</p> <p>Discuss the basic methods for preparing and storing art media</p> <p>Group Work /Collaborative Learning: In small groups, research and document basic methods for preparing and storing art media.</p> <p>Problem-Based Learning; Group Work/ Collaborative Learning: In groups of mixed-ability, categorise art and design media by their characteristics and discuss the basic methods used to prepare and store each of the categories.</p>	<p>I.1.2.AS.3</p> <p>Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and</p>

	Project-Based Learning; Group Work /Collaborative Learning: In gender-balanced groups, generate a pictorial chart to show the basic methods used to prepare, store categorise art and design media by their characteristics .				reasoning
Teaching and Learning Materials	<ul style="list-style-type: none"> • textbooks • web references • projector • computer • modelling • printmaking • carving • casting and assemblage tools • dyes • wax 	<ul style="list-style-type: none"> • plasticine • nylon chords • twine • fabrics • wire mesh • organdie • canvas • zinc plate • aluminium sheet • hand drills 	<ul style="list-style-type: none"> • copper wires • bolts and knots • rivets • eyelets • sand • plaster of Paris • white cement • cement fondu • clay 	<ul style="list-style-type: none"> • mahogany • ebony wood • osese • LCD screens • flip charts • TLMs on visual thinking • posters • flyers • buntings 	<ul style="list-style-type: none"> • paintings • sculpture • ceramics and pottery • graphics • textiles • jewellery • basketry • leather • drawings and illustrations

Subject **ART AND DESIGN STUDIO**
Strand **1. ART AND DESIGN THEORIES AND APPLICATION**
Sub-Strand **3. PROFESSIONAL PRACTICE AND ETHICS**

Learning Outcomes	21 st Century Skills and Competencies	GESI, SEL and Shared National Values
<p>I.1.3.LO.1</p> <p>Analyse the concept of professional Practices and Ethics in Art.</p>	<p>Responsible Citizenship; Digital Literacy; Cultural Identity/Competence: Learners gain through research and discussion of concepts in professional practice workplace culture, competencies and aptitudes that can be applied in a school setting. They also develop digital research and negotiation capabilities using technology and group discussions.</p> <p>Collaboration and Communication; Critical Thinking, Digital Literacy: Learners develop an awareness of the implications of professional practices on their development as learners and professionals through group critical analyses. They also develop digital literacy.</p>	<p>GESI: Ensuring all learners in class irrespective of the diversity in ability, socio-cultural backgrounds, and gender and soliciting contributions from all learners ensures;</p> <ul style="list-style-type: none"> • respect for individuals of varying beliefs, religions, backgrounds and cultures • tolerance for diversity and respect for all <p>SEL: Creating opportunities for learners to build their Social Emotional Learning Competencies - <i>Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decisions</i> are integrated throughout all lessons to encourage inclusion. As part of achieving each learning outcome in the curriculum, the teacher should apply the social-emotional learning strategies to ensure that learners are:</p> <ul style="list-style-type: none"> • self-reflecting and finding confidence • exhibiting motivation, and SMART goal setting • managing emotions and conflicts • showing empathy and cooperation <p>These may be done by the teacher through modelling emotional self-regulation and</p>

		<p>decision-making, and the promotion of positive self-talk with self-made portraits, as learners analyse the concept of professional practices and ethics in Art.</p> <p>National core values: Tolerance, friendliness, open-mindedness, patience, commitment and hard work</p>
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Content Standards	Learning Indicators and Pedagogical Exemplars with 21 st Century and GESI			Assessment
I.1.3.CS.1 Demonstrate knowledge and understanding of professional practices and ethics in Art.	I.1.3.LI.1 Explain the concept of professional practice in Art Enquiry-Based Learning: In pairs learners research and document professional practice in Art and share with the class. Problem-Based Learning; Group Work/ Collaborative Learning: In groups of mixed-ability, discuss the concept and importance of professional practice in Art and Design. Project-Based Learning; Group Work /Collaborative Learning: In gender-balanced groups, generate a chart to classify the various professional practice and their importance in Art and Design.			I.1.3.AS.1 Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning
	I.1.3.LI.2 Analyse the concept of ethics in Art and Design Group Work /Collaborative Learning: Research and document professional practices in Art and Design. Problem-Based Learning; Group Work/ Collaborative Learning: In groups of mixed-ability, discuss the concept and importance of ethics in Art and Design practices.			I.1.3.AS.2 Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning
Teaching and Learning Materials	<ul style="list-style-type: none"> • textbooks • web references • projector 	<ul style="list-style-type: none"> • computers • smartphones • LCD Screens 	<ul style="list-style-type: none"> • flip charts • visual thinking • posters 	<ul style="list-style-type: none"> • flyers • drawings and illustrations

Subject **ART AND DESIGN STUDIO**
Strand **2. CREATIVE METHODOLOGIES**
Sub-Strand **1. THINKING STUDIO**

Learning Outcomes	21 st Century Skills and Competencies	GESI, SEL and Shared National Values
<p>I.2.1.LO.1</p> <p>Use art and design studio proposal presentations and ideations as solutions for societal problems.</p>	<p>Cultural Identity and Responsible Citizenship: Learners develop identities and citizenship qualities as they observe the immediate and extended environment first-hand to document problems and challenges in the environment.</p> <p>Collaboration and Communication: Learners negotiate and improve communication skills with peers, in decision-making and protocols of action as they develop ideas to share with their contemporaries.</p> <p>Digital Literacy and Resourcefulness: Learners operate digital equipment and enter data as evidence of the activity to improve digital competencies and resourcefulness.</p> <p>Critical Thinking and Problem-Solving:</p> <ul style="list-style-type: none"> • Learners discuss and build consensus from written and visual data, including experiences, memories and other information outside the walk. • Learners research for imagery based on problems and challenges identified to create a manual and digital inventory of artworks as potential remedies • Learners improve critical thinking and problem-solving skills as they browse the internet for ideas and internet-based images and videos of similar circumstances to create manual and digital inventories • Learners discuss and build consensus from written and visual data, including experiences and memories from 	<p>GESI: Given equal opportunities to all learners irrespective of their gender, mixed-ability, and social backgrounds and solicit views from all learners ensures;</p> <ul style="list-style-type: none"> • respect for individuals of varying beliefs, religions, backgrounds and cultures • sensitivity to the inter-relatedness of the various spheres of life, groups and individuals • awareness of personal biases, peculiarities and stereotypes • tolerance for diversity <p>SEL: Creating opportunities for learners to build their Social Emotional Learning Competencies - <i>Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decisions</i> are integrated throughout all lessons to encourage inclusion. As part of achieving each learning outcome in the curriculum, the teacher should apply the social-emotional learning strategies to ensure that learners are:</p> <ul style="list-style-type: none"> • self-reflecting and finding confidence • exhibiting motivation, and SMART goal setting • managing emotions and conflicts • showing empathy and cooperation <p>These may be done by the teacher through modelling emotional self-regulation and decision-making, and</p>

	<p>previous activities.</p> <p>Collaboration and Anticipatory Competence: Through negotiations, analysis and analogies learners build collective pictures of the local environment and artistic remedies to reinforce their collaborative skills and anticipatory competencies.</p> <p>Digital Literacy and Resourcefulness:</p> <ul style="list-style-type: none"> • Learners interpret digital, visual and textual data, as well as prepare same for plenary presentations. • Learners use the internet for ideas and internet-based images and videos of similar circumstances to create manual and digital inventories. • Learners source digital, visual and textual data from the Internet and traditional research for possible remedies for identified problems to support the creation of art proposals. <p>Glocal Citizenship; Creativity and Cultural Identity/Competence: Through categorisation of problems and potential remedies, and associations, learners build manual and digital archives of images that look at the local environment and how solutions elsewhere could be applied to local circumstances through creativity and ingenuity.</p> <p>Collaboration and Anticipatory Competence:</p> <ul style="list-style-type: none"> • Through negotiations, analysis and analogies learners build collective pictures of the local environment and artistic remedies. This helps them to develop their collaborative and Anticipatory skills. • They also improve their anticipatory abilities by categorising 3-D art forms according to identified problems with similarities to build consensus on the 	<p>the promotion of positive self-talk with self-made portraits, as learners use art and design studio proposal presentations and ideations as solutions for societal problems</p> <p>National core values: Tolerance, friendliness, open-mindedness, patience, commitment and hard work, honesty and truthfulness.</p>
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local environment and possible art and design remedies.

**Critical Thinking and Problem-Solving;
Communication and Collaboration:**

- As learners discuss and examine how particular studio tasks can be used to create multiple 3-Dimensional artistic forms to solve local problems, they devise proper means of sharing solutions for propagation. They also develop their critical thinking and problem-solving skills.
- Learners develop both manual and digital abilities as well as skills in collaboration using emerging technologies, as well as teamwork and roleplaying.
- Learners develop problem-solving skills through their proposals as interventions for the problem they identified in their community.
- Learners develop capacities to create multiple proposals with accompanying notes in 2D, 3D, or mixed-media presentations for possible art and design studio tasks by thinking critically to solve problems of creating art and design works.

Content Standards	Learning Indicators and Pedagogical Exemplars with 21 st Century and GESI	Assessment
<p>I.2.1.CS.1</p> <p>Demonstrate understanding of art and design studio ideation and proposal presentations as studio tasks to solve societal problems.</p>	<p>I.2.1.LI.1</p> <p>Identify how art or design studio tasks can be used as an artistic intervention for social problems</p> <p>Experiential Learning: In groups, take an environmental walk/Virtual field trip to find problems in society that can be addressed with tasks in art or design.</p> <p>Problem-Based Learning: In mixed groups examine Art and Design tasks that can be used to create artworks and products to solve problems in society. Share completed tasks with the whole class. Encourage students to respect and tolerate other comments.</p> <p>Project-Based Learning; Group Work/ Collaborative Learning: Construct a manual/digital pictorial inventory of possible studio tasks that can be used as artistic interventions for societal problems. Share with the class for comments. Encourage learners to tolerate comments and observations from colleagues. Examples: water pollution, signages, improper garbage disposal, pedestrian walkways, public art and aesthetic road accidents, etc.</p>	<p>I.2.1.AS.1</p> <p>Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning</p>
	<p>I.2.1.LI.2</p> <p>Determine possible multiple forms of artworks in Art and Design that can be used to solve identified problems in society</p> <p>Problem-Based Learning; Group Work/ Collaborative Learning: In a group discussion, examine how particular art or design studio tasks can be used to create multiple 3-Dimensional artistic forms. Examples of studio tasks: casting, throwing, carving, weaving, modelling, welding, papier mache, assemblage and construction, etc.</p> <p>Problem-Based Learning; Experiential Learning: In small groups investigate and generate a scrapbook on how multiple 3-D art forms have been used as interventions for problems in some societies.</p> <p>Project-Based Learning; Group Work/ Collaborative Learning: In mixed-ability groups, use both the manual and digital tools to generate a pictorial inventory of proposed multiple 3-D</p>	<p>I.2.1.AS.2</p> <p>Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning</p>

	art forms that can be used as interventions for the problem you identified in your community.			
	1.2.1.LI.3			1.2.1.AS.3
	<p>Create multiple proposals with accompanying notes in 2D, 3D, or mixed-media presentations for possible art and design studio task</p> <p>Experiential Learning: In small groups, research and document the characteristics of an artist's portfolio and proposal presentation.</p> <p>Collaborative and Experiential Learning: In a group discussion, analyse the difference between photography proposals and visual diary.</p> <p>Project-Based Learning; Group Work/ Collaborative Learning: Use the process of creating a visual diary to develop multiple art and design studio proposals (with accompanying notes in 2D, 3D, or mixed media presentations) as interventions for the problems you identified in the community.</p> <p>Note: <i>The proposal must include: Drawing/sketches, clip pictures, photography, collage, maquettes etc</i></p>			<p>Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning</p>
Teaching and Learning Materials	<ul style="list-style-type: none"> the environment textbooks web reference journals 	<ul style="list-style-type: none"> magazines videos flip charts posters 	<ul style="list-style-type: none"> flyers TLMs on proposal writing about 2-D and 3-D art-making such as collage, photo montage painting buntings textile design 	<ul style="list-style-type: none"> graphic design printing and printmaking photography

Subject **ART AND DESIGN STUDIO**
Strand **2. CREATIVE METHODOLOGIES**
Sub-Strand **2. FABRICATION AND CONSTRUCTION**

Learning Outcomes	21 st Century Skills and Competencies	GESI, SEL and Shared National Values
<p>I.2.2.LO.1</p> <p>Design and create 2-D art or design work using appropriate tools and materials and relevant studio processes through visual thinking and creative communication.</p>	<p>Collaboration: Learners develop capacities for collaboration, as they share their ideas with peers, and accept constructive feedback.</p> <p>Communication: Learners improve upon their ability to use oral and/or written descriptions of the steps involved in observations, research and recording process of the environment and artefacts.</p> <p>Creativity and Innovation: As learners design and create 2-D art and design works, they sharpen their creativity and innovative skills to help them research, record and analyse steps involved in the performance tasks that are beneficial to the community.</p>	<p>GESI:</p> <ul style="list-style-type: none"> • Sensitive to the inter-relatedness of the various spheres of life, groups, and individuals. • Embrace diversity and practise inclusion and gender-sensitive language. <p>SEL: Creating opportunities for learners to build their Social Emotional Learning Competencies - <i>Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decisions</i> are integrated throughout all lessons to encourage inclusion. As part of achieving each learning outcome in the curriculum, the teacher should apply the social-emotional learning strategies to ensure that learners are:</p> <ul style="list-style-type: none"> • self-reflecting and finding confidence • exhibiting motivation, and SMART goal setting • managing emotions and conflicts • showing empathy and cooperation <p>These may be done by the teacher through modelling emotional self-regulation and decision-making, and the promotion of positive self-talk with self-made portraits, as learners design and create 2-D art or design</p>

		<p>works using appropriate tools and materials and relevant studio processes through visual thinking and creative communication.</p> <p>National core values: Innovativeness- Learners develop innovative disposition and apply the same to all they do.</p>
<p>1.2.2.LO.2 Design and create 3-D artwork using appropriate tools and materials and relevant studio processes through visual thinking and creative communication.</p>	<p>Collaboration: Learners negotiate roles in the activities toward art creation and share their ideas with peers and accept constructive feedback.</p> <p>Communication: Learners develop the ethics and skills to provide oral and/or written descriptions of the steps involved in observations, research and recording process of the environment and artefacts. Learners justify their documentation.</p> <p>Creativity and Innovation: As learners design and create 3-D art and design works, they sharpen their creativity and innovative competencies in the making of artworks. This helps them to research, record and analyse steps involved in the performance tasks that are beneficial to the community.</p>	<p>GESI:</p> <ul style="list-style-type: none"> • sensitive to the inter-relatedness of the various spheres of life, groups, and individuals. • embrace diversity and practise inclusion and gender-sensitive language <p>SEL: Creating opportunities for learners to build their Social Emotional Learning Competencies - <i>Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decisions</i> are integrated throughout all lessons to encourage inclusion. As part of achieving each learning outcome in the curriculum, the teacher should apply the social-emotional learning strategies to ensure that learners are:</p> <ul style="list-style-type: none"> • self-reflecting and finding confidence • exhibiting motivation, and SMART goal setting • managing emotions and conflicts • showing empathy and cooperation <p>These may be done by the teacher through modelling emotional self-regulation and decision-making, and the promotion of</p>

		<p>positive self-talk with self-made portraits, as learners design and create 3-D artworks using appropriate tools and materials and relevant studio processes through visual thinking and creative communication.</p> <p>National core values: Innovativeness- Learners develop innovative dispositions and apply the same to all they do.</p>
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Content Standards	Learning Indicators and Pedagogical Exemplars with 21 st Century and GESI		Assessment
I.2.2.CS.1	I.2.2.LI.1		I.2.2.AS.1
<p>Demonstrate understanding and application of studio processes, relevant tools and materials to create 2-dimensional artworks through visual thinking and creative communication.</p>	<p>Examine the workability of conventional and non-conventional tools and materials from the environment that can be used to create 2-D art or design works.</p> <p>Group Work/Collaborative Learning/Project-Based Learning: In mixed groups, create a pictorial and video inventory of materials and tools in the immediate environment that can be used to create 2-D art and design works</p> <p>Experiential and Experimental-Based Learning: Work individually and in Groups, to experiment with the workability of the materials and tools from the environment in creating 2-D art or design works such as painting, printing, pyrography, drawing, printing-making, posters, etc.</p> <p>Project-Based Learning: Use either manual or digital tools and processes to develop multiple annotated drawings and sketches, prototypes, etc to be used as initial ideas for creating 2-D art or design works in response to the problems in the society.</p>		<p>Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning</p>
	I.2.2.LI.2		I.2.2.AS.2
	<p>Design and create 2-D art or design work using conventional and non-conventional materials, tools, and relevant processes to respond to societal problems.</p> <p>Group Work/Collaborative Learning/Problem-Based Learning: In mixed groups make an inventory, using pictorial and video documentation, of materials and tools in the immediate environment that can be used to create 2-D art and design works.</p> <p>Group Work/Collaborative Learning: In groups review additive processes and techniques used in performing selected studio tasks in 2-D art and design works.</p> <p>Talk for Learning: Discuss how tools and materials can be used for multiple applications to create 2-D art and design works. Examples: paints for surface decoration and making images, texture surfaces for printing and pattern making, generating woodblocks for printing and printmaking, etc.</p>		<p>Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning</p>
<p>Teaching and Learning Materials</p>	<ul style="list-style-type: none"> • the immediate environment • textbook • web references 	<ul style="list-style-type: none"> • posters • flyers, buntings • TLMs on proposal writing about 2D art-making such as 	

	<ul style="list-style-type: none">• videos• flip charts	<p>collage, painting, textile design, graphic design, printing and printmaking, photography</p> <ul style="list-style-type: none">• TLMs on for 3D art-making processes and techniques in collage, sculpture, ceramics and pottery, weaving and basketry, macrame, assemblage and construction
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Content Standards	Learning Indicators and Pedagogical Exemplars with 21 st Century and GESI	Assessment
<p>I.2.2.CS.2</p> <p>Demonstrate understanding and application of studio processes, relevant tools and materials to create 3-dimensional artworks through visual thinking and creative communication.</p>	<p>I.2.2.LI.1</p> <p>Identify materials, tools, and relevant processes and techniques used in performing 3D studio tasks.</p> <p>Group Work/Collaborative Learning: In mixed groups make an inventory, using pictorial and video documentation, of materials and tools in the immediate environment that can be used to create 3D artwork.</p> <p>Experiential and Experimental-Based Learning: Work individually and in Groups, to experiment with the workability of the materials and tools from the environment in creating 3D art and design works such as:</p> <ul style="list-style-type: none"> • sculptures, ceramics and pottery, jewellery and metal works, leatherworks, etc. • malleable materials e.g., clay, wax, Plaster of Paris etc.: slab, coiling, throwing, modelling casting, carving metals: casting, chip carving, enamelling, engraving, filigree, gilding, stamping, studs. • wood: carving, joining, lathe turning, assemblage and construction <p>Talk for Learning: Discuss how conventional and non-conventional tools and materials as well as relevant processes can be used for multiple applications to create 3-D artworks. Examples; clay for sculptures, ceramic works, plaster for casting, rattan and ropes for weaving, wood for carving, construction and assemblage, generating woodblocks for printing etc. in an oral presentation.</p> <p>I.2.2.LI.2</p> <p>Design and create 3D artworks using conventional and non-conventional materials, tools, and relevant processes to respond to societal problems.</p> <p>Experiential Learning: Embark on an educational trip/Virtual field trips to workshops and studios, watch videos/photos etc. to explore how hand-building/hand-forming techniques such as weaving, carving, sewing, forging, metalsmithing, modelling, slabbing, coiling, throwing, construction, joinery etc. are used to create 3-D artworks</p> <p>Project-Based Learning: Develop multiple annotated drawings and sketches, maquettes, prototypes, etc. to be used as initial ideas for creating 3D art and design works in response to problems in society.</p>	<p>I.2.2.AS.1</p> <p>Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning</p> <p>I.2.2.AS.2</p> <p>Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning</p>

	Project-Based Learning: Create miniature 3D mix-media art or design works using conventional and non-conventional materials and viable tools and processes in a single artwork.		
Teaching and Learning Materials	<ul style="list-style-type: none"> • the Immediate environment • textbooks • web references • videos • flip charts, 	<ul style="list-style-type: none"> • posters • flyer • buntings • TLMs on proposal writing for 3D art-making processes and techniques in collage, sculpture, ceramics and pottery, weaving and basketry, macramé, assemblage and construction 	

Subject **ART AND DESIGN STUDIO**
Strand **3. CREATIVE PROJECT**
Sub-Strand **1. ARTEFACT PRODUCTION**

Learning Outcomes	21 st Century Skills and Competencies	GESI, SEL and Shared National Values
<p>I.3.1.LO.1</p> <p>Use knowledge of creative processes and skills in artefact production to create artworks with an emphasis on protective and decorative processes.</p>	<p>Communication & Collaboration, Creativity & Innovation: Using brainstorming and interactive processes, as a means for artefact creation, equip the learners with creative and innovation competencies as well as how to analyse and share ideas on the making of Art and design works.</p> <p>Communication and Glocal Citizenship: Learners develop the ethics and competence of providing description steps involved in observations, research and recording process of designing a chart to illustrate the differences between protective processes and decorative processes in the making of art and design works.</p> <p>Creativity and Innovation; Critical Thinking and Problem-Solving: Through the idea development process in art and design, learners develop their creativity and innovative abilities to create an art and design project as they apply protective and decorative processes to solve a societal problem.</p> <p>Creativity and Innovation; Critical Thinking and Problem-Solving: Learners use their creativity and innovative drives to apply safety measures in protective and decorative processes in the production of an artwork.</p> <p>Creativity and Innovation; Critical Thinking and Problem-Solving: Through the idea development process in art and design, learners sharpen their creativity and innovative drives to create an art and design project on protective and decorative processes to solve a societal problem.</p>	<p>GESI: Using mixed-ability and mixed-gender pairing, special attention given to the catch-up, regular and gifted and talented learners, and learners from diverse social-cultural backgrounds, leads to;</p> <ul style="list-style-type: none"> • respecting individuals of varying abilities, beliefs, religions and cultures • being sensitive to the inter-relatedness of the various spheres of life, groups and individuals • being aware of personal biases and stereotypes • embracing diversity and practising inclusion. <p>SEL: Creating opportunities for learners to build their Social Emotional Learning Competencies - <i>Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decisions</i> are integrated throughout all lessons to encourage inclusion. As part of achieving each learning outcome in the curriculum, the teacher should apply the social-emotional learning strategies to ensure that learners are:</p> <ul style="list-style-type: none"> • self-reflecting and finding confidence • exhibiting motivation, and SMART goal

		<p>setting</p> <ul style="list-style-type: none">• managing emotions and conflicts• showing empathy and cooperation <p>These may be done by the teacher through modelling emotional self-regulation and decision-making, and the promotion of positive self-talk with self-made portraits, as learners use knowledge of creative processes and skills in artefact production to create artworks with an emphasis on productive and decorative processes.</p> <p>National core values: Integrity, tolerance, open-mindedness, patience, integrity and hard work</p>
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Content Standards	Learning Indicators and Pedagogical Exemplars with 21 st Century and GESI			Assessment
I.3.1.CS.1	I.3.1.LI.1			I.3.1.AS.1
<p>Demonstrate understanding and application of creative processes in artefact production with emphasis on protective and decorative processes.</p>	<p>Use a visual medium to create art and design projects with an emphasis on protective and decorative processes.</p> <p>Talk for Learning: In smaller groups, discuss the difference between protective and decorative processes in creating products in Art and Design.</p> <p>Problem-Based Learning/Project-Based Learning: In a group of mixed-ability, generate a pictorial chart of art and design objects to illustrate the differences between protective processes and decorative processes.</p> <p>Project-Based Learning: In gender-balanced groups, develop ideas and use them to create 2-D and 3-D art or design work in response to a societal problem with an emphasis on protective and decorative processes. Examples: posters, flyers, infographics, picture making, print and patterns, baskets and fabrics, sculptures, ceramic works, metal works, etc.</p>			<p>Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning</p>
<p>Teaching and Learning Materials</p>	<ul style="list-style-type: none"> • the immediate environment • textbooks • web-references, • projector • computer 	<ul style="list-style-type: none"> • LCD screens • flip charts • TLMs on design thinking • posters • flyers 	<ul style="list-style-type: none"> • buntings • Paintings • drawings and illustrations • supplementary materials 	
	I.3.1.LI.2			I.3.1.AS.2
	<p>Apply safety measures in creating art and design work with special attention to protective and decorative processes to create artwork.</p> <p>Talk for Learning: In a class discussion, share individual experiences about safety measures in creating art and design works with an emphasis on protective and decorative processes.</p> <p>Project-Based Learning: In a mixed-ability group, generate a pictorial presentation, (PowerPoint where facilities are available) to show how safety measures in protective and decorative processes were used in the previous project.</p>			<p>Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning</p>

Subject **ART AND DESIGN STUDIO**
Strand **3. CREATIVE PROJECT**
Sub-Strand **2. PORTFOLIO BUILDING**

Learning Outcomes	21 st Century Skills and Competencies	GESI, SEL and Shared National Values
<p>I.3.2.LO.1</p> <p>Use the knowledge and skills in portfolio-building to generate artist statements, develop portfolios and exhibit art or design work.</p>	<p>Communication and Collaboration; Glocal Citizenship: Using brainstorming and interactive processes, as a means for building a portfolio and generating an artist statement, learners collaborate to share ideas with peers, and accept constructive feedback on how to analyse and share ideas in the making of Art and Design.</p> <p>Communication: Learners develop their ethical and socio-cultural abilities through sharing of ideas through the mounting of exhibition that reflects the demands of the 21st century, from the portfolio built.</p> <p>Creativity and Innovation: By using varied processes to mount an exhibition that reflects the demands of the 21st century, from their portfolios, learners sharpen their creativity and innovation in displaying art and design projects to solve societal problems.</p> <p>Critical Thinking and Problem Solving: The processes involved in generating a manual/digital portfolio of art and design works help the learners to develop their critical thinking abilities on how to share and use artworks to solve problems in society.</p> <p>Communication: Providing oral and/or written descriptions of the steps involved in examining the structure and outlining the steps in generating the content for the artist's portfolio, sharpens the communication skills of the learners.</p>	<p>GESI: Ensuring all learners in class irrespective of the diversity in ability, socio-cultural backgrounds, and gender and soliciting contributions from all learners ensures;</p> <ul style="list-style-type: none"> • respect for individuals of varying beliefs, religions, backgrounds and cultures • knowledge of themselves and others' peculiarities, strengths and weaknesses • tolerance for diversity and respect for all <p>SEL: Creating opportunities for learners to build their Social Emotional Learning Competencies - <i>Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decisions</i> are integrated throughout all lessons to encourage inclusion. As part of achieving each learning outcome in the curriculum, the teacher should apply the social-emotional learning strategies to ensure that learners are:</p> <ul style="list-style-type: none"> • self-reflecting and finding confidence • exhibiting motivation, and SMART goal setting • managing emotions and conflicts • showing empathy and cooperation

		<p>These may be done by the teacher through modelling emotional self-regulation and decision-making, and the promotion of positive self-talk with self-made portraits, as learners use the knowledge and skills in portfolio-building to generate artist statements, develop portfolios and exhibit art or design work.</p> <p>National core values: Tolerance, friendliness, open-mindedness, patience, commitment and hard work.</p>
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Content Standards	Learning Indicators and Pedagogical Exemplars with 21 st Century and GESI	Assessment
1.3.2.CS.1	1.3.2.LI.1	1.3.2.AS.1
<p>Demonstrate understanding and application of art and design portfolio-building to exhibit art or design work.</p>	<p>Develop artist statements to reflect portfolio and exhibition.</p> <p>Managing Talk for Learning/Collaborative Learning: In mixed-ability groups, document artist statements of local and international 2-D and 3-D artists and discuss their importance to the practice of the artists.</p> <p>Problem-Based Learning; Group Work/ Collaborative Learning: In small groups, examine the structure and outline the steps in writing the content of the artists' statements documented.</p> <p>Project-Based Learning: In a mixed-ability group, generate a dummy artist statement for an intended exhibition of art and design works and share it with the whole class.</p>	<p>Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning</p>
	<p>1.3.2.LI.2</p> <p>Generate a manual and digital portfolio as evidence of art and design practice.</p> <p>Managing Talk for learning/Collaborative Learning: In small groups, document manual/digital portfolios of selected local and international 2-D and 3-D artists and discuss their importance to the practice of the artists.</p> <p>Problem-Based Learning; Group Work/ Collaborative Learning: In small groups, examine the structure and outline the steps in generating the content for the artist's portfolio.</p> <p>Project-Based Learning: In ability groups, generate a manual/digital portfolio of your own art and design works and prepare a presentation of the steps used in generating the portfolio.</p>	<p>1.3.2.AS.2</p> <p>Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning</p>

	<p>1.3.2.LI.3</p> <p>Use appropriate strategies to mount art and design exhibition.</p> <p>Managing Talk for Learning/Collaborative Learning: In small groups, document exhibitions of selected local and international 2-D and 3-D artists and discuss their importance to their practice.</p> <p>Problem-Based Learning; Group Work/ Collaborative Learning: In small groups, examine the structure and outline the steps in generating the content for the artist's portfolio.</p> <p>Project-Based Learning: In small groups, use images from the portfolio generated as well as actual art and design works to mount an exhibition to reflect issues in society.</p> <p>Examples: environmental protection, sustainable consumption, drug use, cybercrime, and child trafficking.</p>	1.3.2.AS.3
		<p>Level 1 Recall</p> <p>Level 2 Skills of conceptual understanding</p> <p>Level 3 Strategic reasoning</p> <p>Level 4 Extended critical thinking and reasoning</p>
Teaching and Learning Materials	<ul style="list-style-type: none"> • textbooks • web references • projector 	<ul style="list-style-type: none"> • computer • LCD Screens and application • drawings and illustrations
		<ul style="list-style-type: none"> • realia • charts • supplementary materials

YEAR TWO

Subject **ART AND DESIGN STUDIO**
Strand **I. ART AND DESIGN THEORIES AND APPLICATION**
Sub-Strand **I. MEANINGS, SCOPE AND ROLE OF ART AND DESIGN STUDIO**

Learning Outcomes	21 st Century Skills and Competencies	GESI ³ , SEL ⁴ and Shared National Values
<p>2.1.1.LO.1</p> <p>Articulate and apply art and design studio etiquettes in the learning environment and real-world studio practice.</p>	<p>Collaboration and Communication; Leadership and Personal Development; Digital literacy: The process of visiting an art studio and discussing the principles to be observed before and during the visit equips the learner with competencies in finding out what is to be observed as an artist managing an art studio and how to share the outcome for peer discussion and review.</p> <p>Collaboration and Communication; Digital Literacy: Learners develop skills in the use of available technologies as they discuss the meaning and major scopes of studio art practice and share their findings with the appropriate media devices for peer review.</p> <p>Collaboration and Communication; Critical Thinking and Problem-Solving; Digital Literacy: Based on the material composition of ongoing art projects and finished artworks, critical thinking and problem-solving skills help learners to determine how they will store them for safety and delivery respectively.</p> <p>Collaboration and Communication; Digital Literacy: By visiting an artist's or craft person's studio in the community to observe and document studio etiquettes that inform art professionals' daily practice, learners use their collaborative skills to relevant collect ideas. They also use their communication skills to analyse and share the outcome of the observation through well-designed infographics for peer review.</p>	<p>GESI: Encouraging all learners to participate in the role play with special attention given to learners with speech, sight and hearing impairment, and from diverse socio-cultural backgrounds ensures;</p> <ul style="list-style-type: none"> • respect for individuals of varying abilities, beliefs, religions, backgrounds and cultures • knowledge of themselves and others' peculiarities, strengths and weaknesses • tolerance for diversity and respect for all <p>SEL: Creating opportunities for learners to build their Social Emotional Learning Competencies - <i>Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decisions</i> are integrated throughout all lessons to encourage inclusion. As part of achieving each learning outcome in the curriculum, the teacher should apply the social-emotional learning strategies to ensure that learners are:</p>

³ Gender Equality and Social Inclusion

⁴ Socio-Emotional Learning

	<p>Collaboration and Communication; Creativity and Innovation; Digital Literacy: Designing a poster on studio etiquette associated with various stages of art-making processes and presenting the outcome for display and peer review helps learners to sharpen their creativity and innovative skills in addition to competencies in the use of available technologies.</p> <p>Collaboration and Communication; Critical Thinking; Digital Literacy: Collaboration, communication and critical thinking skills are enhanced among learners when they use available technologies to discuss and analyse the influence of art studio etiquette on productivity for peer discussion and review.</p>	<ul style="list-style-type: none"> • self-reflecting and finding confidence • exhibiting motivation, and SMART goal setting • managing emotions and conflicts • showing empathy and cooperation <p>These may be done by the teacher through modelling emotional self-regulation and decision-making, and the promotion of positive self-talk with self-made portraits, as learners articulate and apply art and design studio etiquettes in the learning environment and real-world studio practice.</p> <p>National core values: Tolerance, friendliness, open-mindedness, patience, commitment and hard work.</p>
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Content Standards	Learning Indicators and Pedagogical Exemplars with 21 st Century and GESI			Assessment
2.1.1.CS.1	2.1.1.LI.1			2.1.1.AS.1
Demonstrate understanding of Art and Design Studio etiquettes.	<p>Examine etiquettes to be observed in Art and Design studio practices and their implication in teaching and learning the subject</p> <p>Group Work/ Collaborative Learning: In mixed-ability groups, discuss and document critical principles to be observed before and during an art or design studio visit; as well as what to observe as an artist managing an art studio.</p> <p>Group Work/ Collaborative Learning: In small mixed groups, investigate and discuss how art materials are processed and stored in the studio.</p> <p>Problem-Based Learning; Group Work/ Collaborative Learning : In small inclusive groups, analyse, by looking at photographs and watching videos, multiple ways used by artists to store ongoing projects and finished art and design work.</p>			Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning
	2.1.1.LI.2			2.1.1.AS.2
	<p>Develop an understanding of etiquette associated with Art and Design Studio practices.</p> <p>Experiential Learning: In gender-responsive groups, embark on an educational visit/Virtual trip to an art, design or craft studio in the community, or watch videos to observe and document studio etiquettes that inform art professionals' daily practice.</p> <p>Group Work/ Collaborative Learning: In mixed-ability groups, investigate and document studio etiquette associated with various stages of art-making processes in practice.</p> <p>Group Work/ Collaborative Learning; Project-Based Learning: In mixed-ability small groups, create a chart on studio etiquettes for professionals' daily practice and studio etiquette associated with various stages of art-making processes in practice.</p>			Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning
Teaching and Learning Materials	<ul style="list-style-type: none"> • textbooks, studio manuals • equipment maintenance manuals • videos 	<ul style="list-style-type: none"> • exhibition catalogues • journals • magazines 	<ul style="list-style-type: none"> • web-references, audio-visual resources • projector • antique artworks 	<ul style="list-style-type: none"> • camera • charts • illustrations, paintings, sculptures, textiles

Subject **ART AND DESIGN STUDIO**
Strand **1. ART & DESIGN THEORIES AND APPLICATION**
Sub-Strand **2 Material Classifications and methods**

Learning Outcomes	21 st Century Skills and Competencies	GESI, SEL and Shared National Values
<p>2.1.2.LO.1</p> <p>Create art and design works with analogue and digital media as tools.</p>	<p>Collaboration and Communication; Leadership and Personal Development; Digital Literacy: Using manual and digital sources to develop a list of analogue and digital media tools and materials associated with design production in the 21st Century environment and their uses and benefits helps the learners to develop their communication and leadership competencies.</p> <p>Collaboration and Communication, Creativity and Innovation Digital literacy: Generating realia, scrapbooks, photography and videos of possible artworks and designs created that solve societal problems in your environment helps the learner to hone their creativity and use of available technologies.</p> <p>Collaboration and Communication; Digital literacy, Critical Thinking: As learners discuss the nature of selected analogue and digital media in an environment in a group research project and analyse their form and content in group presentations with visual records and minutes of discussions, their ability to think critically and communicate their thoughts is enhanced.</p>	<p>GESI: Promoting inclusivity through the use of varying types of group activities and supporting individual learners to take initiative ensures;</p> <ul style="list-style-type: none"> • being gender responsive and having the ability to tackle injustice, be aware of personal biases and stereotypes, • embracing diversity and practising inclusion. • being sensitive to the inter-relatedness of the various spheres of life, groups, and individuals, • being aware of personal biases and stereotypes, <p>SEL: Creating opportunities for learners to build their Social Emotional Learning Competencies - <i>Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decisions</i> are integrated throughout all lessons to encourage inclusion. As part of achieving each learning outcome in the curriculum, the teacher should apply the social-emotional learning strategies to ensure that learners are:</p> <ul style="list-style-type: none"> • self-reflecting and finding confidence

		<ul style="list-style-type: none"> • exhibiting motivation, and SMART goal setting • managing emotions and conflicts • showing empathy and cooperation <p>These may be done by the teacher through modelling emotional self-regulation and decision-making, and the promotion of positive self-talk with self-made portraits, as learners create art and design works with analogue and digital media as tools.</p> <p>National core values: Resourcefulness, self-discipline, leadership, truth, diversity, equity, adaptability, responsible citizenship, honesty, law-abiding, patriotism, faithfulness, loyalty</p>
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Content Standards	Learning Indicators and Pedagogical Exemplars with 21 st Century and GESI	Assessment
<p>2.1.2.CS.1</p> <p>Demonstrate an understanding of analogue and digital media as tools for creating artworks and designs.</p>	<p>2.1.2.LI.1</p> <p>Discuss and apply analogue and digital media and how they are used as basic media for the creation of art and design in built environments products or projects.</p> <p>Managing Talk for Learning: In class discussion, use examples from the environment, photographs and videos to discuss analogue and digital media and tools for creating art and design in the 21st century.</p> <p>Group Work/ Collaborative Learning; Project-Based Learning: Individually or in small mixed-ability groups, generate a realia corner, scrapbook, photographs and videos with analogue and digital media in the environment for class discussion.</p> <p>Self-directed Learning; Group Work/ Collaborative Learning: Individually or in small mixed-ability groups, analyse various artworks done with analogue and digital media as a basis for creating your ideas and products in groups for class presentations and appreciation.</p>	<p>2.1.2.AS.1</p> <p>Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning</p>
	<p>2.1.2.LI.2</p> <p>Analyse how selected analogue and digital media in nature and the built environment contribute to solving societal problems through the artworks they are used to create.</p> <p>Group Work/Collaborative Learning:</p> <ul style="list-style-type: none"> • In groups with mixed abilities, record and discuss the nature of selected analogue and digital media in the environment • In convenient groups and based on the group's research project, discuss analogue and digital media and tools for art and design as the basis to produce art and designs to solve societal problems. <p>Group Work/ Collaborative Learning/Project-Based Learning: In mixed-ability groups, generate realia, scrapbook, photography and videos of possible artworks and designs created with analogue and digital media to solve societal problems in your environment</p> <p>Self-directed Learning; Group Work/ Collaborative Learning/Problem-Based Learning: Individually or in small mixed-ability groups, analyse various artworks done with</p>	<p>2.1.2.AS.2</p> <p>Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning</p>

	analogue and digital media as a basis for creating your ideas and artworks and designs to solve specific problems in society for class presentations and appreciation.				
Teaching and Learning Materials	<ul style="list-style-type: none"> • textbooks • studio manuals • equipment maintenance manuals • videos • exhibition catalogues • journals, magazines • web-references, • audio-visual resources • projector 	<ul style="list-style-type: none"> • antique artworks • camera • modelling • printmaking • carving • casting and assemblage tools • dyes • wax • plasticine 	<ul style="list-style-type: none"> • nylon chords • twine • fabrics • wire mesh • organdie • canvas • zinc plate • aluminium sheet • hand drills 	<ul style="list-style-type: none"> • copper sheets and wires • bolts and knots • rivets • eyelets • sand • plaster of Paris • white cement • cement fondu • clay 	<ul style="list-style-type: none"> • wood • flip charts • TLMs on materials and methods • posters • flyers • buntings • paintings • drawings and illustrations

Subject **ART AND DESIGN STUDIO**
Strand **1. ART & DESIGN THEORIES AND APPLICATION**
Sub-Strand **3. PROFESSIONAL PRACTICE AND ETHICS**

Learning Outcomes	21 st Century Skills and Competencies	GESI, SEL and Shared National Values
<p>2.1.3.LO.1</p> <p>Apply the concept of professional ethics in design.</p>	<p>Collaboration and Communication; Digital literacy; Cultural identity</p> <ul style="list-style-type: none"> • In brainstorming the concept of professional practice and tabulating for discussions, learners acquire professional ethics in communication and sharing ideas about their culture and other cultures. • Discussions on the similarities and differences of various art professions and their ethics as well as sharing the outcomes with any digital media equip learners with abilities to collaborate and communicate with peers and others. <p>Collaboration and Communication; Critical Thinking, Digital Literacy, Cultural Identity: Learners, work together to think critically and distinguish between the codes and regulations of art and non-art professions to present outcomes using digital media.</p>	<p>GESI: Involving all learners in class irrespective of their varying abilities, gender and backgrounds, supporting them to share their views and thoughts ensures;</p> <ul style="list-style-type: none"> • respect for individuals of varying beliefs, religions, backgrounds and cultures • sensitivity to the inter-relatedness of the various spheres of life, groups and individuals • awareness of personal biases, peculiarities and stereotypes • tolerance for diversity <p>SEL: Creating opportunities for learners to build their Social Emotional Learning Competencies - <i>Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decisions</i> are integrated throughout all lessons to encourage inclusion. As part of achieving each learning outcome in the curriculum, the teacher should apply the social-emotional learning strategies to ensure that learners are:</p> <ul style="list-style-type: none"> • self-reflecting and finding confidence • exhibiting motivation, and SMART goal-setting

		<ul style="list-style-type: none">• managing emotions and conflicts• showing empathy and cooperation <p>These may be done by the teacher through modelling emotional self-regulation and decision-making, and the promotion of positive self-talk with self-made portraits, as learners examine and apply the concept of professional ethics in design.</p> <p>National core values: Tolerance, friendliness, open-mindedness, patience, commitment and integrity</p>
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Content Standards	Learning Indicators and Pedagogical Exemplars with 21 st Century and GESI				Assessment
<p>2.1.3.CS.1</p> <p>Demonstrate knowledge and understanding of Professional Practice and Ethics in Design.</p>	<p>2.1.3.LI.1</p> <p>Analyse the concept of professional ethics in design.</p> <p>Experiential Learning: Individually or in mixed-ability groups, embark on an educational visit/Virtual trip to the office and studios of designers or use a relevant resource to learn about and document the professional practices and ethics in design.</p> <p>Group Work/ Collaborative Learning/Managing Talk for learning: In mixed-ability groups, investigate and debate professional ethics of different professions in art practice.</p> <p>Group Work/ Collaborative Learning; Project-Based Learning: In convenient groups, design and create a manual on professional ethics in a preferred format for peer review, e.g., graphical (infographics), proposal presentations, visual diaries, concept books, manuals, etc.</p>				<p>2.1.3.AS.1</p> <p>Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning</p>
	<p>2.1.3.LI.2</p> <p>Analyse the codes and regulations of art and design practices in Ghana</p> <p>Group Work/ Collaborative Learning: Learners think-pair-share the codes and regulations of the different professionals in art and design practices.</p> <p>Self-directed Learning; Group work/ Collaborative Learning: Individually or in small mixed groups, distinguish between the codes and regulations of the different art and design professions and share differences with the whole class</p> <p>Group Work/ Collaborative Learning: Individually or in mixed small groups, create a manual on professional code of conduct for various professional areas in art such as graphic design, textiles design, ceramics, and sculpture considering the materials and techniques used.</p>				<p>2.1.3.AS.2</p> <p>Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning</p>
<p>Teaching and Learning Materials</p>	<ul style="list-style-type: none"> • resource persons • textbooks • journals • magazines • web references 	<ul style="list-style-type: none"> • studio manuals • equipment maintenance manuals • videos 	<ul style="list-style-type: none"> • wax • plasticine • nylon chords • twine • fabrics 	<ul style="list-style-type: none"> • hand drills • copper sheets and wires • bolts and knots • rivets 	<ul style="list-style-type: none"> • clay • wood • flip charts • TLMs on materials and

	<ul style="list-style-type: none"> • audio-visual resources • projector • antique artworks • camera • charts 	<ul style="list-style-type: none"> • exhibition catalogues • magazines • modelling • printmaking • carving • casting and tools for assemblage • dyes 	<ul style="list-style-type: none"> • wire mesh • organdie • canvas • zinc plate • aluminium sheet 	<ul style="list-style-type: none"> • eyelets • sand • plaster of Paris • white cement • cement fondu 	<p>methods</p> <ul style="list-style-type: none"> • posters • flyers • buntings • paintings • drawings and illustrations,
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Subject **ART AND DESIGN STUDIO**
Strand **2. CREATIVE METHODOLOGIES**
Sub-Strand **1. THINKING STUDIO**

Learning Outcomes	21 st Century Skills and Competencies	GESI, SEL and Shared National Values
<p>2.2.1.LO.1</p> <p>Use mixed media ideations as studio interventions for 21st century antique cultural products.</p>	<p>Communication and Collaboration: The experiential and interactive processes learners use to share their unique experiences and ideas with peers on various antique artworks as well as the oral and/or written reports help them to enhance their collaborative and communicative skills.</p> <p>Collaboration and Communication; Critical Thinking, Digital Literacy: Learners develop critical thinking and collective ideas as they identify artworks of Ghanaian artists and recreate them using two-dimensional media such as paper, fabrics, fibres, metallic plates, etc., and or recreate using any digital media.</p> <p>Creativity and Innovation; Self-confidence: As learners experiment with various material combinations and methods to build dummies to test their assumptions, they acquire abilities to develop innovative ideas and methods. The resulting products give them a sense of self-confidence.</p> <p>Creativity and Innovation: Learners use their creativity and innovative drives to research and deduce new ways of making existing antique artworks in mixed media as such enhancing their creativity and innovation.</p> <p>Creativity and Innovation and Digital Literacy: Creating digital and manual presentations on their 2D and 3D annotated studio/project thinking allows learners to experiment and perfect the use of available technologies.</p>	<p>GESI: Using inclusive strategies and pedagogies that promote all learners’ well-being and develop their potential promotes;</p> <ul style="list-style-type: none"> • respect for others and alternative views, as well as the awareness of own biases. • protect the weak and work for the betterment of society and make learners advocate for peace and justice. • exhibit empathy towards people with special needs, <p>SEL: Creating opportunities for learners to build their Social Emotional Learning Competencies - <i>Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decisions</i> are integrated throughout all lessons to encourage inclusion. As part of achieving each learning outcome in the curriculum, the teacher should apply the social-emotional learning strategies to ensure that learners are:</p> <ul style="list-style-type: none"> • self-reflecting and finding confidence • exhibiting motivation, and SMART goal setting • managing emotions and conflicts • showing empathy and cooperation <p>These may be done by the teacher through modelling emotional self-regulation and decision-making, and the promotion of positive self-talk with self-made</p>

		<p>portraits, as learners use mixed media ideations as studio interventions for 21st Century antique cultural products.</p> <p>National core values: Sacrifice, selflessness, compassion, fairness, justice, generosity, cooperation, commitment, collaboration, excellence, resourcefulness, self-discipline</p>
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Content Standards	Learning Indicators and Pedagogical Exemplars with 21 st Century and GESI	Assessment
<p>2.2.1.CS.1</p> <p>Demonstrate the knowledge and understanding of mixed media ideations in the studio as a proposition for 21st Century interventions for antique cultural products and product design.</p>	<p>2.3.1.LI.1</p> <p>Analyse antique artworks made in single materials and propose new ways of making such works as mixed media representations.</p> <p>Problem-Based Learning; Group Work/ Collaborative Learning: In mixed-ability groups let learners through brainstorming using relevant resources to identify antique artworks that deserve review and reinvention.</p> <p>Group Work/ Collaborative Learning/Managing talk for learning: In a small convenience group, analyse possible ways of reinventing selected art and design works and share them with the class.</p> <p>Project-Based Learning; Group Work/ Collaborative Learning: In small groups, generate a manual and digitally annotated photo manual showing possible ways of reinventing and mimicry of selected art or design works.</p>	<p>2.3.1.AS.1</p> <p>Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning</p>
	<p>2.3.1.LI.2</p> <p>Analyse multiple approaches, material combinations, and techniques for the work, as well as the appropriate mode of presentations</p> <p>Group Work/Collaborative Learning: In small groups, analyse selected art and design works from Ghanaian artists and designers and possible material combinations that can be used to recreate them.</p> <p>Experiential Learning; Project-Based Learning; Group Work/ Collaborative Learning: In mixed-ability groups, experiment with various material combinations and methods and build dummies as a test for their assumptions.</p>	<p>2.3.1.AS.2</p> <p>Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning</p>
	<p>2.3.1.LI.3</p> <p>Create multiple annotated mixed media presentations in preferred artistic formats as studio thinking for creating artworks.</p> <p>Experiential Learning; Problem-Based Learning: Draw up schemes (procedure for working) for selected antique artworks that need to be reinvented.</p>	<p>2.3.1.AS.3</p> <p>Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning</p>

	Project-Based Learning: Individually and in small groups, create digital and manual presentations on their 2D and 3D annotated studio/project thinking and share them with the whole class.				Level 4 Extended critical thinking and reasoning
Teaching and Learning Materials	<ul style="list-style-type: none"> • textbooks • studio manuals • equipment maintenance manuals • videos • exhibition catalogues • journals • magazines • web references • audio-visual resources 	<ul style="list-style-type: none"> • projector • antique artworks • camera • modelling • printmaking • carving • casting and tools for assemblage • dyes • wax 	<ul style="list-style-type: none"> • plasticine • nylon chords • twine • fabrics • wire mesh • organdie • canvas • zinc plate • aluminium sheet 	<ul style="list-style-type: none"> • hand drills • copper wires • bolts and knots • rivets • eyelets • sand • Plaster of Paris • white cement • cement fondu 	<ul style="list-style-type: none"> • clay • wood, • flip charts • TLMs on studio thinking and materials and methods • posters • flyers • buntings • paintings • drawings and illustrations

Subject **ART AND DESIGN STUDIO**
Strand **2. CREATIVE METHODOLOGIES**
Sub-Strand **2. FABRICATION AND CONSTRUCTION**

Learning Outcomes	21 st Century Skills and Competencies	GESI, SEL and Shared National Values
<p>2.2.2.LO.1</p> <p>Create 2-Dimensional art or design works with image-making and repetition processes and techniques with local ideas and relevant studio skills.</p>	<p>Collaboration and Communication: Class activities like discussion and brainstorming about familiar objects in the environment engender informal communication between teachers and peers leading to different learning forms that are unique and comfortable.</p> <p>Critical Thinking, Creativity and Digital Literacy: Engaging in an activity to generate a manual and digital pictorial example of the various image-making, and repetition processes and techniques used to create selected 2-Dimensional artworks allow the learners to think creatively and critically on how to use the available technologies.</p> <p>Self-Directing Learning and Self-Confidence: Discussions that allow peer-to-peer contributions in instalments help learners to pick up clues and information to build on from colleagues showing their uniqueness and similarities building individual strengths and reducing weaknesses in report writing and public speaking.</p> <p>Critical Thinking and Problem Solving, Innovation and Creativity: Engaging the environment to create solutions with appropriate tools and materials that bring about genuine innovations and bolster their identities and confidence creatively.</p>	<p>GESI: Creating equal opportunities for all learners to participate in class, with balanced gender groups leads to;</p> <ul style="list-style-type: none"> • tolerance and respect for each other • confidence and efficacy in their ability to perform • awareness of themselves and others taking into consideration their biases and stereotypes. <p>SEL: Creating opportunities for learners to build their Social Emotional Learning Competencies - <i>Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decisions</i> are integrated throughout all lessons to encourage inclusion. As part of achieving each learning outcome in the curriculum, the teacher should apply the social-emotional learning strategies to ensure that learners are:</p> <ul style="list-style-type: none"> • self-reflecting and finding confidence • exhibiting motivation, and SMART goal setting • managing emotions and conflicts • showing empathy and cooperation <p>These may be done by the teacher through modelling emotional self-regulation and decision-making, and the promotion of positive self-talk</p>

		<p>with self-made portraits, as learners create 2-Dimensional art or design works with image-making and repetition processes and techniques with local ideas and relevant studio skills.</p> <p>National core values: Tolerance, friendliness, open-mindedness, patience, commitment and integrity.</p>
<p>2.2.2.LO.2</p> <p>Use knowledge of materials and subtractive processes and techniques to create artworks in 3-D forms.</p>	<p>Communication and Collaboration: Experiential activities in studio visits engender informal communication between the host artists, teachers, and peers leading to different learning forms that are unique and comfortable.</p> <p>Self-Directed Learning and Self-Confidence: Discussions that allow peer-to-peer contributions help learners generate relevant information to build on to shape their uniqueness and similarities.</p> <p>Critical Thinking and Problem-Solving, Innovation and Creativity: Exploring found and suitable materials from the environment and using them to create art and design works with the subtractive processes of art-making enhances the learner's critical thinking and problem-solving skills.</p> <p>Critical Thinking and Problem-Solving, Innovation and Creativity: Engaging the environment by creating solutions with appropriate tools and materials foster critical thinking and creativity to bring about genuine innovations that bolster their identities and confidence.</p> <p>Critical Thinking and Problem Solving, Innovation and Creativity: Designing and creating 3D artworks using subtractive processes and techniques with local materials and</p>	<p>GESI: Creating equal opportunities for all learners to participate in class, with balanced gender, mixed ability groups, physical abilities, etc. leads to;</p> <ul style="list-style-type: none"> • tolerance and respect for each other • confidence and efficacy in their ability to perform • awareness of themselves and others taking into consideration their biases and stereotypes <p>SEL: Creating opportunities for learners to build their Social Emotional Learning Competencies - <i>Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decisions</i> are integrated throughout all lessons to encourage inclusion. As part of achieving each learning outcome in the curriculum, the teacher should apply the social-emotional learning strategies to ensure that learners are:</p> <ul style="list-style-type: none"> • self-reflecting and finding confidence • exhibiting motivation, and SMART goal setting • managing emotions and conflicts • showing empathy and cooperation

	<p>appropriate tools as solutions to identified problems foster critical thinking and creativity to bring about genuine innovations that enhance their identities and confidence.</p>	<p>These may be done by the teacher through modelling emotional self-regulation and decision-making, and the promotion of positive self-talk with self-made portraits, as learners use knowledge in materials and subtractive processes and techniques to create artworks in 3-D forms.</p> <p>National core values: Tolerance, friendliness, open-mindedness, patience, commitment and integrity.</p>
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Content Standards	Learning Indicators and Pedagogical Exemplars with 21 st Century and GESI	Assessment
2.2.2.CS.1 Demonstrate knowledge and application of image making as well as repetition processes and techniques with local ideas and relevant studio skills to create 2-Dimensional artworks.	2.2.2.LI.1 Identify and document image-making, and repetition processes and techniques used to create selected 2-Dimensional art or design works. Talk for Learning: In class discussion, analyse and document image-making and repetition processes and techniques used to create selected 2-Dimensional art or design works in the environment. Project-Based Learning; Group Work/ Collaborative Learning: In small groups, generate a manual and digital pictorial example of the various image making, and repetition processes and techniques used to create selected 2-Dimensional artworks.	2.2.2.AS.1 Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning
	2.2.2.LI.2 Analyse how image-making and repeat processes and techniques for creating 2-D artworks can be undertaken with relevant tools and materials. Group Work/ Collaborative Learning; Enquiry-Based Learning: In small mixed groups research and prepare presentations on image making and repeat processes and techniques used to create selected 2-Dimensional art or design. Project-Based Learning; Group Work/ Collaborative Learning: Work within groups to replicate processes and techniques used in existing image-making and repeat processes 2-Dimensional art or design.	2.2.2.AS.2 Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning
	2.2.2.LI.3 Create 2-D art or design works with tools and materials with image making and repeat processes and techniques. Problem-Based Learning/Project-Based Learning: <ul style="list-style-type: none"> • Identify a problem/challenge within the community that image-making and repeat exposure processes and techniques can be used to solve. • Create artwork with image-making and repeat exposure processes and techniques. 	2.2.2.AS.3 Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning

Teaching and Learning Materials	<ul style="list-style-type: none"> • textbooks • studio manuals • equipment maintenance manuals • videos • exhibition catalogues • journals • magazines • web references • audio-visual resources 	<ul style="list-style-type: none"> • projector • antique artworks • camera • modelling, printmaking, carving, • casting and assemblage tool • dyes • wax 	<ul style="list-style-type: none"> • plasticine • nylon chords • twine • fabrics • wire mesh • organdie • canvas • zinc plate • aluminium sheet 	<ul style="list-style-type: none"> • hand drills • copper wires • bolts and knots • rivets, eyelets • sand • Plaster of Paris, • white cement • cement fondu • clay 	<ul style="list-style-type: none"> • wood • flip charts • TLMs on artmaking and materials and methods • posters • flyers • buntings • paintings • drawings and illustrations, etc.
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Content Standards	Learning Indicators and Pedagogical Exemplars with 21 st Century and GESI	Assessment
<p>2.2.2.CS.2</p> <p>Demonstrate knowledge and application of subtractive processes and techniques for making 3-Dimensional artwork with local materials and relevant studio skills.</p>	<p>2.2.2.LI.1</p> <p>Identify materials and the appropriate tools that can be used in the subtractive processes of creating 3-D artforms.</p> <p>Experiential Learning: As a class, embark on an educational trip/Virtual trip to an artists' studio or watch a video to observe and document the subtractive processes of creating artwork.</p> <p>Talk for Learning; Group Work/ Collaborative Learning: In a class discussion, analyse the various tools, materials and other forms of subtractive processes and techniques.</p>	<p>2.2.2.AS.1</p> <p>Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning</p>
	<p>2.2.2.LI.2</p> <p>Review different types of subtractive processes and techniques for performing particular studio tasks and creation of artworks.</p> <p>Talk for Learning: In a class discussion, analyse different types of subtractive processes, tools, materials and techniques.</p> <p>Experimental Learning: Explore subtractive processes with found materials.</p> <p>Project-Based Learning; Group Work/ Collaborative Learning: In groups, explore to identify suitable materials from the environment and use them to create an artwork with the subtractive processes of art-making.</p>	<p>2.2.2.AS.2</p> <p>Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning</p>
	<p>2.2.2.LI.3</p> <p>Design and Create 3D artwork with local materials and appropriate tools using subtractive processes and techniques to solve a societal problem</p> <p>Problem-Based Learning: Examine the environment for problems that can be solved with 3-D artwork created using subtractive processes.</p> <p>Project-Based Learning: Design and create 3D artworks using subtractive processes and techniques with local materials and appropriate tools as solutions to identified</p>	<p>2.2.2.AS.2</p> <p>Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning</p>

	problems.					
Teaching and Learning Materials	<ul style="list-style-type: none"> • textbooks • studio manuals • equipment maintenance manuals • videos • exhibition catalogues • journals • magazines • web references • audio-visual resources 	<ul style="list-style-type: none"> • projector • antique artworks • camera • modelling • printmaking • carving • casting and assemblage tool • dyes • wax 	<ul style="list-style-type: none"> • plasticine • nylon chords • twine • fabrics • wire mesh • organdie • canvas • zinc plate • aluminium sheet 	<ul style="list-style-type: none"> • hand drills • copper wires • bolts and knots • rivets, eyelets • sand • Plaster of Paris • white cement • cement fondu • clay 	<ul style="list-style-type: none"> • wood • flip charts • TLMs on artmaking and materials and methods • posters • flyers • buntings • paintings, • drawings and illustrations 	

Subject **ART AND DESIGN STUDIO**
Strand **3. CREATIVE PROJECT**
Sub-Strand **1. ARTEFACT PRODUCTION**

Learning Outcomes	21 st Century Skills and Competencies	GESI, SEL and Shared National Values
<p>2.3.1.LO.1</p> <p>Apply knowledge and skills in art and design studio theory and creative methodologies to create art and design works.</p>	<p>Collaboration and Communication: Discussions through brainstorming, on differences between protective processes and decorative processes and how to apply knowledge and skills in the creation of art and design works engender informal communication between learners and their peers leading to different learning forms.</p> <p>Creativity and Problem-Solving: Engaging in activities like designing a chart to illustrate the differences between protective processes and decorative processes enhances the learner's ability to use creative thinking in solving problems using art and design works.</p> <p>Collaboration and Digital Literacy: The need for learners to work together to use video documentation to present the findings on the importance of protective and decorative processes in the creation of artworks fosters a high level of communication and digital literacy among them.</p> <p>Leadership and Self-Confidence: Sharing individual views and findings in workshops on the importance of safety, maintenance and sustainability in creating an artefact for peers creates a sense of leadership and self-confidence among learners.</p> <p>Creativity and Digital Literacy: Through brainstorming, a great deal of creative ideas id generated to create a project on protective and decorative finishes on projects to solve societal problems.</p>	<p>GESI: Ensuring all learners in class irrespective of the diversity in ability, socio-cultural backgrounds, and gender and soliciting contributions from all learners ensures;</p> <ul style="list-style-type: none"> • respect for individuals of varying beliefs, religions, backgrounds and cultures • knowledge of themselves and others' peculiarities, strengths and weaknesses • tolerance for diversity and respect for all <p>SEL: Creating opportunities for learners to build their Social Emotional Learning Competencies - <i>Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decisions</i> are integrated throughout all lessons to encourage inclusion. As part of achieving each learning outcome in the curriculum, the teacher should apply the social-emotional learning strategies to ensure that learners are:</p> <ul style="list-style-type: none"> • self-reflecting and finding confidence • exhibiting motivation, and SMART goal setting • managing emotions and conflicts

		<ul style="list-style-type: none">• showing empathy and cooperation <p>These may be done by the teacher through modelling emotional self-regulation and decision-making, and the promotion of positive self-talk with self-made portraits, as learners apply knowledge and skills in art and design studio theory and creative methodologies to create art and design works.</p> <p>National core values: Tolerance, friendliness, open-mindedness, patience, commitment and hard work.</p>
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Content Standards	Learning Indicators and Pedagogical Exemplars with 21 st Century and GESI	Assessment
<p>2.3.1.CS.1</p> <p>Demonstrate knowledge and understanding of art and design studio theory and creative methodologies for artefact production with an emphasis on designing and finishing.</p>	<p>2.3.1.LI.1</p> <p>Distinguish and record the difference between protective processes and decorative processes in artefact productions.</p> <p>Talk for Learning: Through question and answers and class discussions, distinguish the difference between protective processes and decorative processes in artefact productions.</p> <p>Project-Based Learning: In small groups, design a chart to illustrate the differences between protective processes and decorative processes.</p> <p>Problem-Based Learning: Analyse and document the importance of protective and decorative processes in the creation of artworks.</p> <p>Group Work/ Collaborative Learning; Project-Based Learning: In small groups, organise mini-workshops on the importance of safety, maintenance and sustainability in creating an artefact for peers.</p>	<p>2.3.1.AS.1</p> <p>Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning</p>
	<p>2.3.1.LI.2</p> <p>Apply knowledge and skills in safety, maintenance and sustainability in environmental protection and energy conservation (Greening Education).</p> <p>Group Work/ Collaborative Learning; Reinforcing Concepts. : In mixed-ability groups, generate a pictorial table, with emphasis on specific materials, to show how the concept of safety, maintenance and sustainability has been used in the sculpture studio and in the creation of artefacts.</p> <p>Group Work/ Collaborative Learning; Project-Based Learning: In small groups, organise mini-workshops on the importance of safety, maintenance and sustainability in creating an artefact for peers.</p> <p>Collaborative and Project-Based Learning : In gender-sensitive groups, generate a pictorial chart to illustrate the importance of safety, maintenance and sustainability in creating an artefact to environment protection and energy conservation.</p>	<p>2.3.1.AS.2</p> <p>Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning</p>

	2.3.1.LI.3				2.3.1.AS.3
	<p>Apply designing and finishing processes to create an artistic project to solve a social problem.</p> <p>Group Work/ Collaborative Learning; Experiential Learning: In mixed groups, take a short walk around the environment/look at photographs/watch videos and document possible problems in society that can be used as inspiration for artistic projects.</p> <p>Group Work/ Collaborative Learning; /Problem-based Learning/Project-Based Learning: Based on the information gathered from the environment, use thumbnails and annotated sketches to develop ideas for creating an artistic project to solve a societal problem.</p> <p>Project-Based Learning: Working as individuals and in mixed-ability groups, use the thumbnails and annotated sketches to develop to create an artistic project to solve a societal problem.</p> <p>NB: Use varied media and creative methodologies in creating the project.</p>				<p>Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning</p>
<p>Teaching and Learning Materials</p>	<ul style="list-style-type: none"> • textbooks • studio manuals • equipment maintenance manuals • videos • exhibition catalogues • journals • magazines • web references • audio-visual resources 	<ul style="list-style-type: none"> • projector • antique artworks • camera • modelling • printmaking • carving • casting and assemblage tools • dyes • wax 	<ul style="list-style-type: none"> • plasticine • nylon chords • twine • fabrics • wire mesh • organdie • canvas • zinc plate • aluminium sheet 	<ul style="list-style-type: none"> • hand drills • copper wires • bolts and knots • rivets • eyelet • sand • Plaster of Paris • white cement • cement fondu 	<ul style="list-style-type: none"> • clay • wood • flip charts • TLMs on artmaking and materials and methods • posters • flyers • buntings • paintings • drawings and illustrations

Subject **ART AND DESIGN STUDIO**
Strand **3. CREATIVE PROJECT**
Sub-Strand **2. PORTFOLIO BUILDING**

Learning Outcomes	21 st Century Skills and Competencies	GESI, SEL and Shared National Values
<p>2.3.2.LO.1</p> <p>Apply knowledge in portfolio building to generate hardcopy/digital and online exhibitions of art and design works and generate an artist statement and exhibition brochure.</p>	<p>Collaboration and Communication; Critical Thinking: Discussions that allow peer-to-peer contributions through brainstorming on how to use photographic and video documentation to distinguish between portfolio building and exhibition help learners to think critically to generate relevant information.</p> <p>Creativity, Innovation and Digital Literacy:</p> <ul style="list-style-type: none"> • Activities that require the use of relevant manual and digital resources as references to analyse the content of artists' statements and exhibition brochures of renowned artists contribute to building the critical thinking abilities of the learners. • Through interaction with the art and design works of other artists, learners foster their collaborative and innovative skills to prepare a portfolio designed to win a proposal for a creative art job. 	<p>GESI: Encouraging all learners to participate in the role play with special attention given to learners with speech, sight and hearing impairment ensures;</p> <ul style="list-style-type: none"> • respect for individuals of varying abilities, beliefs, religions, backgrounds and cultures. • knowledge of themselves and others' peculiarities, strengths and weaknesses. • tolerance for diversity and respect for all. <p>SEL: Creating opportunities for learners to build their Social Emotional Learning Competencies - <i>Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decisions</i> are integrated throughout all lessons to encourage inclusion. As part of achieving each learning outcome in the curriculum, the teacher should apply the social-emotional learning strategies to ensure that learners are:</p> <ul style="list-style-type: none"> • self-reflecting and finding confidence • exhibiting motivation, and SMART

		<p>goal setting</p> <ul style="list-style-type: none">• managing emotions and conflicts• showing empathy and cooperation <p>These may be done by the teacher through modelling emotional self-regulation and decision making, and the promotion of positive self-talk with self-made portraits, as learners apply knowledge in portfolio building to generate hardcopy/digital and online exhibition of art and design works and generate an artist statement and exhibition brochure.</p> <p>National core values: Tolerance, friendliness, open-mindedness, patience, commitment and hard work.</p>
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Content Standards	Learning Indicators and Pedagogical Exemplars with 21 st Century and GESI	Assessment
2.3.2.CS.1 Demonstrate knowledge and understanding in portfolio building to mount an exhibition and generate an artist statement and exhibition brochure.	2.3.2.LI.1 Distinguish between portfolio building and exhibition. Group work/ Collaborative Learning; Problem-Based learning : Through brainstorming, learners use photographic and video documentation to distinguish between portfolio building and exhibition. Outline the processes involved in building a manual and digital portfolio. Group work/ Collaborative Learning; Project-Based Learning: In mixed-ability groups, prepare a manual and digital portfolio of your artworks and that of others for class presentation and peer review.	2.3.2.AS.1 Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning
	2.3.2.LI.2 Mount in-person, digital, and or online exhibitions of their own art or design works and that of others. Group Work/ Collaborative Learning;/Managing talk for learning: In a convenient group, analyse the similarities and differences within hardcopy, digital and online exhibitions by looking at photographs and watching videos. Group work/ Collaborative Learning; Project-Based Learning: In mixed-ability groups, mount a manual , digital as well as online exhibition of both 2-D and 3-D art or design works for the school community own art and design works or that of other artists.	2.3.2.AS.2 Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning
	2.3.2.LI.3 Generate artist statements and exhibition brochures on their own art or design exhibitions and that of another artist. Group work/ Collaborative Learning; Reinforcing Concepts: In mixed-ability groups, use the relevant manual and digital resources as references to analyse the content of artists' statements and exhibition brochures of renowned artists. Group work/ Collaborative Learning; Project-Based Learning: In mixed-ability groups, generate an artist's statement and a manual and digital (electronic) brochure for the exhibition of artworks learners just mounted.	2.3.2.AS.3 Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning

Teaching and Learning Materials	<ul style="list-style-type: none"> • textbooks • studio manuals • equipment maintenance manuals • videos • exhibition catalogues 	<ul style="list-style-type: none"> • journals • magazines • web references • audio-visual resources • projector 	<ul style="list-style-type: none"> • antique artworks • camera • flip charts • TLMs on portfolio-making and assessment, curating and exhibition making
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YEAR THREE

Subject **ART AND DESIGN STUDIO**
Strand **I. ART AND DESIGN THEORIES AND APPLICATION**
Sub-Strand **I. Meanings, Scope and Role of Art and Design Studio**

Learning Outcomes	21 st Century Skills and Competencies	GESI ⁵ , SEL ⁶ and Shared National Values
<p>3.1.1.LO.1</p> <p>Reflect and familiarise yourself with intellectual property laws in Ghana and their importance to the art and design studio practitioners.</p>	<p>Collaboration and Communication; Anticipatory Competence:</p> <ul style="list-style-type: none"> • Learners develop cooperative and negotiation skills and become team players. They hone professional aptitudes on the treatment of other people's creations, permitted use and its implications for studio art and design practice, and understand subject content and apply it in different contexts. • Learners develop an awareness of patentable inventions, rights conferred by patents and other requirements in patenting. Learners develop advocacy skills for patents and inventions through investigations and dissemination of technology and apply its requirements in different contexts. • Learners develop an awareness of the Trade Act, duration and permitted use of act materials, and enforcement provisions and their implications for art and design studio practice. Learners develop skills in advocacy for the Trade Act through investigations and dissemination with technology and apply its requirements in different contexts. <p>Digital Literacy; Creativity and Innovation:</p> <ul style="list-style-type: none"> • Learners develop skills in the use of digital technologies for research and dissemination, as well as the awareness of bureaucracies of art and design business registration. They also develop skills in the creation of varied forms of presentation formats. • Learners also develop skills in converting information into 	<p>GESI: Encouraging all learner participation in different learning contexts leads to; embracing diversity, exhibiting empathy towards people with special needs, respecting the opinions of others and using gender-sensitive language. Learners exhibit respect for intellectual property and cultural products.</p> <p>SEL: Creating opportunities for learners to build their Social Emotional Learning Competencies - <i>Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decisions</i> are integrated throughout all lessons to encourage inclusion. As part of achieving each learning outcome in the curriculum, the teacher should apply the social-emotional learning strategies to ensure that learners are:</p> <ul style="list-style-type: none"> • self-reflecting and finding confidence • exhibiting motivation, and SMART goal setting • managing emotions and conflicts • showing empathy and cooperation

	<p>presentations, understanding subject content and applying it in different contexts.</p>	<p>These may be done by the teacher through modelling emotional self-regulation and decision-making, and the promotion of positive self-talk with self-made portraits, as learners reflect and familiarise themselves with intellectual property laws in Ghana and their importance to the art and design studio practitioners</p> <p>National core values: Empathy, selflessness, transparency, patriotism, charity, tolerance, loyalty.</p>
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Content Standards	Learning Indicators and Pedagogical Exemplars with 21 st Century and GESI	Assessment
<p>3.1.1.CS.1</p> <p>Demonstrate knowledge and understanding of the Creative Art industry laws, and ethics and their implication on art and design studio practices.</p>	<p>3.1.1.LI.1</p> <p>Learners acquaint themselves with the Copyright Act of Ghana,2005 (Act 690) Patent Act, 2003 (Act657) Trademarks Act, 2004(Act 664), Company Act, 2019(Act 992) and their implications on art and design studio practices.</p> <p>Group Work/ Collaborative Learning:</p> <ul style="list-style-type: none"> In mixed groups research and document with relevant digital and manual resources laws and Acts that relate to the creative art industry in Ghana and their implications on art and design studio practices. In mixed-ability groups, examine the implications of the Intellectual Property and Copyright Act (Act 690) of Ghana on art and design studio practice. <p>Group Work/ Collaborative Learning/Experimental Learning:</p> <ul style="list-style-type: none"> In convenient groups explore how to create infographic posters on materials that could be copyrighted, patented and registered for trademarks. Group Work/ Collaborative Learning: In mixed-ability groups, examine the Patent Act of Ghana and its implication on art and design studio practices. 	<p>3.1.1.AS.1</p> <p>Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning</p>
	<p>3.1.1.LI.2</p> <p>Investigate the art business registration, its importance and implication on art studio practice.</p> <p>Experiential Learning; Group/Collaborative Learning: In convenient groups, analyse the processes involved in the registration of art and design businesses in Ghana and its implications on studios from practitioners.</p>	<p>3.1.1.AS.2</p> <p>Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning</p>
	<p>3.1.1.LI.3</p> <p>Investigate how art laws and policies inform societal development</p> <p>Group Work/ Collaborative Learning:</p> <ul style="list-style-type: none"> In small groups examine the benefits of laws on intellectual property and business registration to art and design studio practice; 	<p>3.1.1.AS.3</p> <p>Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning</p>

					Level 4 Extended critical thinking and reasoning
Teaching and Learning Materials	<ul style="list-style-type: none"> • Copyright Act of Ghana (Act 690) and other related Acts • textbooks • studio manuals • equipment maintenance manuals • videos • exhibition catalogues • journals • magazines • web references • audio-visual resources • projector • antique artworks 	<ul style="list-style-type: none"> • camera • modelling • flip charts, • posters • flyers • buntings • paintings • drawings and illustrations • Patent Act of Ghana, Act 2003, (Act 657) • printmaking • carving 	<ul style="list-style-type: none"> • casting and assemblage tools • dyes • wax • plasticine • nylon chords • twine • fabrics • wire mesh • organdie • canvas • zinc plate 	<ul style="list-style-type: none"> • aluminium sheet • hand drills • copper sheets and wires • bolts and knots • rivets • eyelets • sand • plaster of Paris • white cement • cement fondu • clay 	<ul style="list-style-type: none"> • wood • TLMs on materials and methods • Intellectual Property Laws of Ghana • Companies Act 2019, Act 992 • Registration of Business Names Act, 1962 Act 151

Subject **ART AND DESIGN STUDIO**
Strand **1. ART AND DESIGN THEORIES AND APPLICATION**
Sub-Strand **2. Material Classification and Methods**

Learning Outcomes	21 st Century Skills and Competencies	GESI, SEL and Shared National Values
<p>3.1.2.LO.1</p> <p>Explore natural and manmade materials for art making.</p>	<p>Collaboration and Communication; Critical Thinking, Creativity and Innovation: Learners acquire skills in the repurposing of materials in the environment and processes to create and disseminate art and design.</p> <p>Digital Literacy, Anticipatory Competence; Creativity and Innovation: Learners develop creative capabilities in the use of digital technologies Learners develop skills in art and design investigations and dissemination with technology and presentations.</p>	<p>GESI: Creating an inclusive learning environment for all to participate in lessons will enable learners;</p> <ul style="list-style-type: none"> • To be passionate about the various era of artmaking as testaments to spheres of life among groups, and individuals. • embrace diversity, practise inclusion, exhibit empathy towards people with special needs, respect the opinions of others and use gender-sensitive language. • exercise empathy to users of the internet space, and sensitivity to the inter-relatedness of the various expressions as a testament of spheres of life among groups, and individuals. <p>SEL: Creating opportunities for learners to build their Social Emotional Learning Competencies - <i>Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decisions</i> are integrated throughout all lessons to encourage inclusion. As part of achieving each learning outcome in the curriculum, the teacher should apply the social-emotional learning strategies to ensure that learners are:</p>

		<ul style="list-style-type: none"> • self-reflecting and finding confidence • exhibiting motivation, and SMART goal setting • managing emotions and conflicts • showing empathy and cooperation <p>These may be done by the teacher through modelling emotional self-regulation and decision-making, and the promotion of positive self-talk with self-made portraits, as learners explore natural and manmade materials for art making.</p> <p>National core values: Ingenuity, hard work, excellence, cooperation, collaboration, patriotism, cultural awareness</p>
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Content Standards	Learning Indicators and Pedagogical Exemplars with 21 st Century and GESI				Assessment
<p>3.1.2.CS.1</p> <p>Demonstrate knowledge and understanding of art and design media formulation and use in creating art and design.</p>	<p>3.1.2.LI.1</p> <p>Research into recipes for making art media from natural and artificial sources.</p> <p>Managing Talk for Learning: Through question and answers, classify natural and artificial materials found in the environment into wet and dry. E.g. assorted colours of clay, charcoal, shells, leaves, seeds, etc.</p> <p>Group Work/ Collaborative Learning/Problem-Based Learning: In mixed ability groups analyse how you will process the identified materials in the natural environment to create dry media for making art.</p> <p>Experiential Learning; Project-Based Learning: In convenient groups gather natural materials in your environment and process them to create dry media for making art. Try to select binders (wax, glue, etc), colour fast chemicals to prepare your media.</p>				<p>3.1.2.AS.1</p> <p>Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning</p>
	<p>3.1.2.LI.2</p> <p>Use computer software applications to simulate the effects of art media</p> <p>Problem-Based Learning: In mixed-ability groups, analyse selected art and design works to identify the computer software applications that were used in making them.</p> <p>Group Work/ Collaborative Learning: In groups, discuss how the computer software applications were used in making the art and design works.</p> <p>Project-Based Learning; Group work/ Collaborative Learning: In smaller groups, use ideas from the environment and the available computer software applications to create art and design works.</p>				<p>3.1.2.AS.2</p> <p>Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning</p>
<p>Teaching and Learning Materials</p>	<ul style="list-style-type: none"> • textbooks • studio manuals • equipment maintenance manuals • videos • exhibition 	<ul style="list-style-type: none"> • antique artworks • camera • modelling • printmaking • carving • casting and assemblage tools 	<ul style="list-style-type: none"> • nylon chords • twine • fabrics • wire mesh • organdie • canvas • zinc plate 	<ul style="list-style-type: none"> • copper sheets and wires • bolts and knots • rivets • eyelets, • sand • Plaster of Paris 	<ul style="list-style-type: none"> • wood • flip charts • TLMs on materials and methods • posters • flyer • buntings

	<ul style="list-style-type: none">catalogues• journals, magazines• web references• audio-visual resources• projector	<ul style="list-style-type: none">• dyes• wax• plasticine	<ul style="list-style-type: none">• aluminium sheet• hand drills	<ul style="list-style-type: none">• white cement• cement fondu• clay	<ul style="list-style-type: none">• paintings• drawings and illustrations
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Subject **ART AND DESIGN STUDIO**
Strand **1. ART AND DESIGN THEORIES AND APPLICATION**
Sub-Strand **3. PROFESSIONAL PRACTICE AND ETHICS**

Learning Outcomes	21 st Century Skills and Competencies	GESI, SEL and Shared National Values
<p>3.1.3.LO.1</p> <p>Apply ethical considerations to the artist’s use of others’ art and design work to create art and design works.</p>	<p>Collaboration and Communication; Digital literacy; Cultural identity: Learners acquire the ethics and skills in the use of others' work in the creative process and the artist’s moral obligations as an observer. They develop skills in observation of ethics in material usage as well as the manipulation of an image to alter its meaning.</p> <p>Collaboration and Communication; Critical Thinking, Digital literacy, Cultural Identity; Anticipatory competence; Creativity and innovation: Learners acquire skills in the identification of cultural tastes in art and design, and the awareness of laws governing circulation of cultural products. They develop skills in advocacy of criminal codes through investigations and dissemination with technology and presentations and apply it in different contexts.</p> <p>Collaboration and Communication; Digital literacy; Glocal Citizenship; Cultural Identity: Learners develop skills in the differentiation of ethics, morals and controversies associated with the creation and dissemination of cultural objects. Understand subject content and apply it in different contexts.</p>	<p>GESI: Creating an inclusive learning environment for all to participate in lessons will enable learners;</p> <ul style="list-style-type: none"> • respect for cultural expressions and be sensitive to the inter-relatedness of the various era of art making as a testament of spheres of life among groups, and individuals. • embrace diversity, practise inclusion, exhibit empathy towards people with special needs, respect the opinions of others and use gender-sensitive language. • be gender-responsive and have the ability to tackle injustice. • be aware of personal biases and stereotypes. • develop a moral compass to negotiate the social requirements of the various cultural expressions. <p>SEL: Creating opportunities for learners to build their Social Emotional Learning Competencies - <i>Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decisions</i> are integrated throughout all lessons to encourage inclusion. As part of achieving each learning outcome in the curriculum, the teacher should apply the</p>

		<p>social-emotional learning strategies to ensure that learners are:</p> <ul style="list-style-type: none"> • self-reflecting and finding confidence • exhibiting motivation, and SMART goal setting • managing emotions and conflicts • showing empathy and cooperation <p>These may be done by the teacher through modelling emotional self-regulation and decision-making, and the promotion of positive self-talk with self-made portraits, as learners, apply ethical considerations to the artist's use of others' art and design work to create their own art and design works.</p> <p>National core values: Excellence, appreciation, humility, accountability, empathy, respect, respect, selflessness, hard work, punctuality</p>
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Content Standards	Learning Indicators and Pedagogical Exemplars with 21 st Century and GESI				Assessment
<p>3.1.3.CS.1</p> <p>Demonstrate knowledge and understanding of ethical considerations in the use of others' art and design work to create your art and design works</p>	<p>3.1.3.LI.1</p> <p>Examine ethical considerations to be observed in art studio practice.</p> <p>Group work/ Collaborative Learning; Project-Based Learning: In mixed-ability groups, analyse art and design works to identify ethical considerations in the use of existing artwork to create new art and design works.</p> <p>Problem-Based Learning/Group work/ Collaborative Learning: In smaller groups, examine the ethical considerations relating to materials use and how it promotes a sustainable environment.</p> <hr/> <p>3.1.3.LI.2</p> <p>Discuss the essence of censoring artworks to meet societal ethics.</p> <p>Talk for Learning; Group work/ Collaborative Learning: Through question and answers discuss the concept and importance of censorship in art and design</p> <p>Group Work/ Collaborative Learning; Project-Based Learning: In mixed-ability groups, generate a visual diary of art and design works whose symbolisms and meaning promote national cohesion.</p> <p>Project-Based Learning; Group work/ Collaborative Learning:</p> <ul style="list-style-type: none"> In a gender-sensitive group, design and produce 2-D and 3-D artworks that promote unity, peace, cohesion and nationalism. <p>Group work/ Collaborative Learning; Experiential Learning: In mixed ability groups that recognise religious, moral, cultural and gender differences investigate why some societal groups may consider some works of art controversial.</p>				<p>3.1.3.AS.1</p> <p>Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning</p> <hr/> <p>3.1.3.AS.2</p> <p>Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning</p>
<p>Teaching and Learning Materials</p>	<ul style="list-style-type: none"> Section 112 - 119 of the Criminal Offences Act, 1960, Act 29; and other law-related literature 	<ul style="list-style-type: none"> projector antique artworks modelling printmaking carvings casting and 	<ul style="list-style-type: none"> nylon chords twine fabrics wire mesh organdie, canvas 	<ul style="list-style-type: none"> copper sheets and wires bolts and knots rivets eyelets sand 	<ul style="list-style-type: none"> clay wood flip charts, TLMs on materials and methods

	<ul style="list-style-type: none"> • textbooks • studio manuals • equipment maintenance manuals • videos • exhibition catalogues • journals • magazines • web-references, • audio-visual resource 	<p style="text-align: center;">assemblage tools</p> <ul style="list-style-type: none"> • dyes • wax, • plasticine 	<ul style="list-style-type: none"> • zinc plate • aluminium sheet • hand drills 	<ul style="list-style-type: none"> • Plaster of Paris • camera • white cement, • cement fondu 	<ul style="list-style-type: none"> • posters • flyers • buntings • paintings • drawings and illustrations
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Subject **ART AND DESIGN STUDIO**
Strand **2. CREATIVE METHODOLOGIES**
Sub-Strand **1. Thinking Studio**

Learning Outcomes	21 st Century Skills and Competencies	GESI, SEL and Shared National Values
<p>3.2.1.LO.1</p> <p>Analyse existing artworks and designs, and create innovative and inventive artworks and designs centred on sustainable development using both digital and other media ideations.</p>	<p>Cultural Identity and Self-confidence; Global and Responsible Citizenship: Learners develop awareness and criticality to the sustenance of the communities. They acquire skills to categorise the SDGs into short and long-term as applicable in the local communities, and patterns that need change. Learners sharpen their communication skills with global issues and build vocabulary stock and usage.</p> <p>Collaboration and Communication; Digital Literacy and Resourcefulness: Learners acquire observation and documentation skills of the environment through the lenses of the SDGs, while improving negotiation and communication skills with community engagements, and among themselves in decision-making and protocols of action. They improve digital competencies through technology.</p> <p>Critical Thinking and Problem-Solving; Global Citizenship and Leadership; Anticipatory Competence: Learners acquire skills in building consensus for protocols of action, employ global standards for their collective observations of the SDGs, build collective pictures of the local environment, and competencies to interpret and integrate digital, visual and textual data.</p> <p>Visual Literacy and Creativity; Digital Literacy and Resourcefulness: Learners develop skills in building ideas on futuristic design concepts and objects from research and memory, travel, film, games and animation, catalogues and journals from peer-to-peer learning.</p>	<p>GESI: Using and promoting an inclusive learning environment leads to;</p> <ul style="list-style-type: none"> • being compassionate to the needs of peers and the community, • respect for others and alternative views, as well as the awareness of own biases. • protect the weak and work for the betterment of society and be an advocate for peace and justice. • be sensitive and committed to the critical needs of the community, respect alternative <p>SEL: Creating opportunities for learners to build their Social Emotional Learning Competencies - <i>Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decisions</i> are integrated throughout all lessons to encourage inclusion. As part of achieving each learning outcome in the curriculum, the teacher should apply the social-emotional learning strategies to ensure that learners are:</p> <ul style="list-style-type: none"> • self-reflecting and finding confidence

	<p>Creativity and Innovation, Digital Literacy: Learners use idea development and design thinking process to create art/design works that are sustainable and environmentally friendly.</p> <p>Digital Literacy and Resourcefulness; Critical and Anticipatory Thinking; Glocal Citizenship: Learners develop an awareness of keywords in 21st Century futuristic ideation and product design to local contexts. They acquire expertise in using video, film, animation, magazines and journals, and internet-based media for digital mixed media design concepts. They develop skills in appropriating and localising ideas to improve existing art/design product.</p> <p>Critical Thinking; Anticipatory Thinking and Problem-Solving; Glocal Citizenship and Leadership; Digital and Visual Literacy and Resourcefulness: Learners develop skills of harnessing strengths in group constitution and diversity for the identification of potential futuristic ideations and product design content to be considered in local contexts as literate with a strong understanding of ICT and confident in its application.</p> <p>Critical Thinking and Problem-Solving; Glocal Citizenship; Creativity and Innovation: Learners evolve peculiar skills of selecting non-biodegradable and recyclable resources and reworking them to address sustainability issues. They learned to rethink, instigate and reimagine environmental situations in the light of collective aspirations.</p> <p>Critical Thinking and Problem-Solving; Cultural Identity and Self-Confidence: Learners acquire skills in matching categories of futuristic ideas and design concepts and present issues with communal and environmental needs, with indigenous/cultural knowledge and practices as integral to outcomes in local culture and knowledge. They develop competencies in futuristic ideas and product design propositions, with resources from digital media for design and dissemination.</p>	<ul style="list-style-type: none"> • exhibiting motivation, and SMART goal setting • managing emotions and conflicts • showing empathy and cooperation <p>These may be done by the teacher through modelling emotional self-regulation and decision-making, and the promotion of positive self-talk with self-made portraits, as learners analyse existing artworks and designs, and create innovative and inventive artworks and designs centred on sustainable development using both digital and other media ideations</p> <p>National core values: Sacrifice, selflessness, compassion, fairness, justice, generosity, cooperation, commitment, collaboration, excellence</p>
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Content Standards	Learning Indicators and Pedagogical Exemplars with 21 st Century and GESI	Assessment
<p>3.2.1.CS.1</p> <p>Demonstrate knowledge and understanding of 21st Century futuristic propositions and product design for Sustainable Development Goals (SDGs).</p>	<p>3.2.1.LI.1</p> <p>Discuss embedded sustainable development messages within selected artworks through the analysis of the actual meaning of the image, and reflection and reaction</p> <p>Talk for Learning: Identify and discuss the concept of Sustainable Development Goals in Art and Design Studio in the 21st Century.</p> <p>Experiential Learning; Problem-Based learning: In convenient groups/ whole classes , take a walk around the community, watch videos and photos to observe and document the state of the individual items and elements in the environment. Examples: schools, villages, towns, cities, industries, forests, water bodies etc.</p> <p>Group Work/ Collaboration; Experiential Learning:</p> <ul style="list-style-type: none"> Select relevant Ghanaian artworks (e.g., from precolonial, colonial, postcolonial, modern and or contemporary times, as well as traditional symbols) to analyse their relevance , in terms of creating sustainable cities, industries and infrastructure, environment and responsible consumption. <p>Problem-Based Learning; Group Work/ Collaborative Learning: In mixed-ability groups analyse and generate an oral/written report on the implications of the observations from the visit to the environment, watching videos and photos on the Sustainable Development Goals (SDGs).</p>	<p>3.2.1.AS.1</p> <p>Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning</p>
	<p>3.2.1.LI.2</p> <p>Create innovative artworks and designs on sustainable development using both digital and other media ideations to show the relevance of sustainable living.</p> <p>Talk for Learning: In a general class interaction, share experiences about futuristic ideas and product design for Sustainable Development Goals (SDGs).</p> <p>Project-Based Learning: Design and produce innovative artworks and designs centred on sustainable development using both digital and other media ideations.</p> <p>Group Work/Collaborative Learning; Experiential Learning: In small groups select and use practical solutions to improve on an existing art/design product</p>	<p>3.2.1.AS.2</p> <p>Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning</p>

	<p>Group Work/Collaborative Learning: In gender-balanced groups, identify possible resources in the environment that can be used in digital mixed media 21st Century futuristic ideations and product design.</p>				
	3.2.1.LI.3				3.2.1.AS.3
	<p>Design and create artwork based on the message of sustainability using biodegradable and 80% recyclable waste materials</p> <p>Group work/ Collaborative Learning; Project-Based Learning: In smaller groups, select some of the SDGs categories and create a corresponding art/design works that borders on the message of sustainability.</p> <p>Project-Based Learning: Individually/in smaller groups, create art/design works on the message of sustainability that relates to 21st Century futuristic ideas and product design.</p>				<p>Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning</p>
Teaching and Learning Materials	<ul style="list-style-type: none"> textbooks web references audio-visual resources 	<ul style="list-style-type: none"> camera projector TLMs on Sustainable Development Goals (SDGs) 	<ul style="list-style-type: none"> emerging design concepts design thinking functional and non-functional design 	<ul style="list-style-type: none"> smart/sustainable/green designs environmental issues and alternative material pollution 	<ul style="list-style-type: none"> animal rights and protection design magazines charts, illustrations

Subject **ART AND DESIGN STUDIO**
Strand **2. CREATIVE METHODOLOGIES**
Sub-Strand **2. FABRICATION AND CONSTRUCTION**

Learning Outcomes	21 st Century Skills and Competencies	GESI, SEL and Shared National Values
<p>3.2.2.LO.1</p> <p>Use multiple methods, such as analogue and digital media processes and techniques, and materials in the environment to create 2-Dimensional artwork in response to societal problems.</p>	<p>Communication and Self-Confidence; Critical Thinking; Anticipatory Thinking and Problem-Solving: Learners acquire the ability to reimagine previous experiences with multiple materials and methods, and communicate confidently, ethically, and effectively in different social contexts. Can apply knowledge practically in the workplace so that they are able to utilise theory by translating it into practice.</p> <p>Critical Thinking and Problem-Solving; Cultural Identity and Self-Confidence; Visual Literacy and Creativity; Digital Literacy and Resourcefulness: Learners develop capabilities to negotiate art and design works as solutions with scavenged materials from the environment and local methods. They learn to evaluate cultural contexts and apply indigenous and local cultural materials and methods, as well as use digital media for solutions that provide a semblance of the local/indigenous for added techniques and methods.</p> <p>Critical Thinking and Problem-Solving; Creativity and Visual Literacy; Digital Literacy and Resourcefulness: Learners acquire competencies through critically analysing, sorting, categorising, and selecting popular and archival images of cultural products made through multiple media processes and techniques. Such activities have implications on creative and visual competencies, as well as a wide range of digital literacies, and how to present them holistically.</p>	<p>GESI: Working with each other in an inclusive way, cross sharing of knowledge and understanding between and among groups and individuals for instance leads to;</p> <ul style="list-style-type: none"> • respecting individuals of varying beliefs, religions and cultures • being sensitive to the inter-relatedness of the various spheres of life, groups and individuals • being aware of personal biases and stereotypes • embracing diversity and practising inclusion <p>SEL: Creating opportunities for learners to build their Social Emotional Learning Competencies - <i>Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decisions</i> are integrated throughout all lessons to encourage inclusion. As part of achieving each learning outcome in the curriculum, the teacher should apply the social emotional learning strategies to ensure that learners are:</p> <ul style="list-style-type: none"> • self-reflecting and finding confidence • exhibiting motivation, and SMART goal setting

Critical Thinking and Problem-Solving; Visual Literacy and Creativity; Collaboration and Communication; Digital Literacy and Resourcefulness: Learners develop competencies in reverse thinking of images and objects to arrive at the materials, methods and techniques employed, and the possible tools used in making them. They engage creative faculties and improve visual thinking, acquire vocabulary through the understanding of subject content and apply them in different contexts, as well as improve digital competencies and resourcefulness.

Communication and Collaboration; Global Citizenship and Leadership; Critical Thinking and Anticipatory Thinking; Visual Literacy and Creativity: Learners acquire skills in the engagement of memory of archives of cultural production to show understanding of subject content in different contexts of materials, tools, methods and techniques coming together to create varied expressions using accumulated vocabularies. These have implications for creative competencies and visual literacies in lifelong learning.

Critical Thinking and Problem-Solving; Visual Literacy and Creativity; Digital Literacy and Resourcefulness: Learners cultivate the habit of categorising single material with multiple methods, techniques and tools; and multiple materials with similar methods and tools; or single technique that need to be categorised into complex combinations with critical analyses. They learn to engage mental imagery of resources for activities, engage creative faculties and improve visual literacies. The wide array of resources in art and design-making processes and materials and use create an understanding of subject/content application for different contexts.

Critical Thinking and Problem Solving; Cultural Identity and Self-Confidence; Visual Literacy and Creativity; Digital Literacy and Resourcefulness: Learners cultivate habits of environmental visits, engagement of memory for challenges/problems and clues, and break them down to what is possible in multiple forms

- managing emotions and conflicts
- showing empathy and cooperation

These may be done by the teacher through modelling emotional self-regulation and decision making, and the promotion of positive self-talk with self-made portraits, as learners use multiple methods, such as analogue and digital media processes and techniques, and materials in the environment to create 2-Dimensional artwork in response to societal problem.

National core values: Tolerance, friendliness, open-mindedness, patience, commitment and hard work

	<p>and formats, where they engage cultural backgrounds and environment for clues on possible local remedies and indigenous knowledge so they can work with multiple materials and methods. Learners develop competencies in matching and converting challenges and remedies into multiple materials and methods, and art and design forms to strengthen creative and visual competencies.</p> <p>Collaboration and Communication; Critical Thinking and Problem Solving; Visual Literacy and Creativity; Glocal Citizenship and Leadership; Digital Literacy and Resourcefulness: Learners acquire the best steps and processes involved in the sorting of art and design broadly in the larger community, and those outside reach with creative ingenuity, and define community for themselves individually based on experience. Critical digital skills like photoshoots, scanning, and photocopying, as well as web crawling, are also developed.</p> <p>Critical Thinking and Problem-Solving; Visual Literacy and Creativity; Cultural Identity and Self-confidence; Digital Literacy and Resourcefulness: Learners learn to engage the environment for specific challenges/problems and the best possible art and design solution in multiple materials and methods, in analogue/digital formats. They also acquire skills in modifying existing work or creating new analogue and digital works as solutions for challenges/problems in different contexts. Learners also acquire the habit of engaging cultural contexts and environmental conditions for local remedies so they can work with multiple materials and methods. Critical digital skills like photoshoots, scanning, and photocopying, as well as web crawling, are also developed.</p>	
3.2.2.LO.2		
Use multiple methods, including additive and subtractive processes and techniques, and materials in the environment to create 3-	<p>Visual Literacy and Creativity; Critical Thinking and Problem Solving; Glocal Citizenship and Responsibility; Digital Literacy and Resourcefulness: Learners acquire the skill of associating professional objects, equipment and accoutrements</p>	<p>GESI: Working with each other in an inclusive way, cross-sharing of knowledge and understanding between and among groups and individuals, for instance, leads to;</p>

<p>Dimensional mix-media artwork as a solution to a specific social problem</p>	<p>with production capabilities of various art and design practices. Learners learn to improve and modify dated tools with objects, equipment and accoutrements that speak 21st Century language with digital technology and media.</p> <p>Visual Literacy and Creativity; Critical Thinking and Problem Solving; Glocal Citizenship and Responsibility:</p> <ul style="list-style-type: none"> • Learners develop skills to associate professional objects, equipment and accoutrements with production capabilities of various art and design practices with realia, pointing to specifics of form. They acquire habits of creating complex pictorial representations of professions and tools, and methods of their creation, including professions outside the community with digital media • Learners develop associated presentational skills for professional objects, equipment and accoutrements through circulating images of the subject. They acquire skills in creating complex pictorial representations for the likes of scrapbooks and visual dairies. This leads to the awareness of the form of objects and presentation format in different contexts. • Learners develop analytic skills in breaking down complex objects and formulas to arrive at the basics. They develop the ability to innovate and think creatively, building on their knowledge base to achieve new goals associated with professional objects, equipment and accoutrements. • Learners develop skills in combining different materials, resulting in innovative methods of production in the various art and design practices through an understanding of subject content and application in different contexts. They acquire habits of working from samples gleaned from pictorial representations. 	<ul style="list-style-type: none"> • respecting individuals of varying beliefs, religions and cultures • being sensitive to the inter-relatedness of the various spheres of life, groups and individuals • being aware of personal biases and stereotypes • embracing diversity and practising inclusion <p>SEL: Creating opportunities for learners to build their Social Emotional Learning Competencies - <i>Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decisions</i> are integrated throughout all lessons to encourage inclusion. As part of achieving each learning outcome in the curriculum, the teacher should apply the social-emotional learning strategies to ensure that learners are:</p> <ul style="list-style-type: none"> • self-reflecting and finding confidence • exhibiting motivation, and SMART goal setting • managing emotions and conflicts • showing empathy and cooperation <p>These may be done by the teacher through modelling emotional self-regulation and decision-making, and the promotion of positive self-talk with self-made portraits, as learners use multiple methods, including additive and subtractive processes and techniques, and materials in the environment to create 3-Dimensional mix-</p>
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	<p>Critical Thinking and Problem Solving; Visual Literacy and Creativity; Glocal Citizenship and Responsibility; Digital Literacy and Resourcefulness:</p> <ul style="list-style-type: none"> • Learners acquire the ability to categorise art and design works according to complex combinations of production processes. Understand subject application in different contexts through the continuous use of a variety of digital technologies and manual processes. • Learners develop the ability to observe and proffer art and design solutions to societal problems, especially those within the local community. They evolve sensibilities that result in protocols that afford them opportunities to participate in and address observed challenges in the glocal environment. • Learners develop the ability to propose and compete with peers with art and design solutions with discarded materials in the environment. They evolve protocols and technical skills that afford them opportunities to participate in and address observed challenges in the glocal environment. 	<p>media artwork as a solution to a specific social problem.</p> <p>National Core Values: Tolerance, friendliness, open-mindedness, patience, commitment and hard work</p>
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Content Standards	Learning Indicators and Pedagogical Exemplars with 21 st Century and GESI	Assessment
<p>3.2.2.CS.1</p> <p>Demonstrate knowledge and skill in using analogue and digital media processes and techniques, together with any other relevant skills and materials in the environment to create 2-Dimensional solutions for societal problems.</p>	<p>3.2.2.LI.1</p> <p>Analyse multiple media processes and techniques used in creating 2-Dimensional artworks in the environment.</p> <p>Talk for Learning: In a class interaction, share personal experiences in the use of multiple media processes and techniques for creating 2-Dimensional artworks.</p> <p>Group work/ Collaborative Learning ;:</p> <ul style="list-style-type: none"> In small groups/ whole-class interaction, use realia, photos and videos to discuss how multiple media processes and techniques have been used to create 2-D art and design works. <p>Project-Based Learning: In mixed-ability groups generate a manual/digital scrapbook of 2-D artworks created using multiple media processes and techniques.</p>	<p>3.2.2.AS.1</p> <p>Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning</p>
	<p>3.2.2.LI.2</p> <p>Categorise tools, materials and methods for analogue and digital media in the environment, and their potential usage.</p> <p>Group Work/ Collaborative Learning: In convenient groups analyse the various tools, materials and methods used for creating digital and analogue artworks for class presentation. Encourage learners to critique and respect other views.</p> <p>Group Work/ Collaborative Learning: In convenient groups, discuss the multiple uses of the tools, materials and methods used for creating digital and analogue artworks.</p> <p>Project-Based Learning;Group Work/ Collaborative Learning: In convenient groups, generate a manual and digital table to categorise tools, materials and methods used for creating analogue and digital media in the environments according to their potential multiple usage.</p>	<p>3.2.2.AS.2</p> <p>Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning</p>

	3.2.2.LI.3				3.2.2.AS.3
	<p>Create 2-Dimensional artwork using multiple methods, including analogue and digital media processes and techniques in response to societal problems.</p> <p>Problem-Based Learning/Project-based Learning: In gender-balanced groups, identify a problem/challenge within the community that art and design work done with multiple methods, including analogue and digital media processes and techniques can be used to address</p> <p>Project-Based Learning; Group Work/ Collaborative Learning:</p> <ul style="list-style-type: none"> In small groups, create a photo album of artworks in the community done with multiple methods, including analogue and digital media processes and techniques to address problems in the community. <p>Project-Based Learning: Create art and design works with multiple materials and methods, including analogue and digital media processes and techniques to address selected problems in the community.</p>				<p>Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning</p>
Teaching and Learning Materials	<ul style="list-style-type: none"> textbooks studio manuals equipment maintenance manuals videos exhibition catalogues journals magazines web references audio-visual resources 	<ul style="list-style-type: none"> projector antique artworks camera modelling printmaking carving casting and assemblage tools dyes wax 	<ul style="list-style-type: none"> plasticine nylon chords twine fabrics wire mesh organdie canvas zinc plate aluminium sheet, 	<ul style="list-style-type: none"> hand drills, copper wires bolts and knots rivets eyelet sand plaster of Paris white cement cement fondu 	<ul style="list-style-type: none"> clay wood flip charts TLMs on art-making and materials and methods posters flyer buntings paintings drawings and illustrations

Content Standards	Learning Indicators and Pedagogical Exemplars with 21 st Century and GESI	Assessment
<p>3.2.2.CS.2</p> <p>Demonstrate knowledge and application of subtractive processes and techniques for making three-dimensional artwork with local materials and relevant studio skills.</p>	<p>3.2.2.LI.1</p> <p>Identify objects from various disciplines of study such as education, engineering, health, architecture, agriculture etc to record their form and methods of fabrication .</p> <p>Group work/ Collaborative Learning: In convenient groups, identify and document objects from various professions/disciplines of study such as education, engineering, health, architecture, agriculture, etc.</p> <p>Problem-Based Learning; Group work/ Collaborative Learning: In mixed-ability groups, use realia, photos and videos to analyse the form and methods of fabrication of objects from various disciplines of study.</p> <p>Project-Based Learning: In mixed ability groups, generate manuals and digital scrapbooks of 3-D objects from various disciplines of study such as education, engineering, health, architecture, agriculture etc.</p>	<p>3.2.2.AS.1</p> <p>Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning</p>
	<p>3.2.2.LI.2</p> <p>Discuss materials and method of fabrication s in relation to additive and subtractive processes and techniques, together with any other applicable methods for creating 3-Dimensional mix-media artwork.</p> <p>Group Work/ Collaborative Learning: In convenient groups that respect different skill sets, analyse the types of additive and subtractive processes, tools, materials and techniques as well as other applicable methods for creating 3-Dimensional mix-media artwork in class discussions.</p> <p>Problem-Based Learning; Group Work/ Collaborative Learning:</p> <ul style="list-style-type: none"> Examine 3-Dimensional mix-media artwork done using additive and subtractive processes together with other applicable methods for creating 3-D artwork using photos, videos and realia. <p>Project-Based Learning; Group Work/ Collaborative Learning: In small groups, generate a manual and digital table to categorise additive and subtractive processes and other applicable methods for creating 3-D artworks.</p>	<p>3.2.2.AS.2</p> <p>Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning</p>

	<p>3.2.2.L1.3</p> <p>Design and create 3-dimensional mixed media artworks using materials, appropriate tools and processes in response to challenges within selected disciplines of study such as education, engineering, health, architecture, agriculture, etc.</p> <p>Problem-Based Learning; Experiential Learning: In small gender-sensitive groups use available resources to investigate selected disciplines of study to document problems/challenges that can be addressed with art and design works.</p> <p>Project-Based Learning: In smaller groups, design and create 3-dimensional mixed media art and design works using scavenged materials from the environment, appropriate tools and processes in response to challenges within selected disciplines of study.</p>					<p>3.2.2.AS.3</p> <p>Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning</p>
<p>Teaching and Learning Materials</p>	<ul style="list-style-type: none"> • textbooks • studio manuals • equipment maintenance manuals • videos • exhibition catalogues • journals • magazines • web references • audio-visual resources 	<ul style="list-style-type: none"> • projector • antique artworks • camera • modelling • printmaking • carving • casting and assemblage tools • dyes • wax 	<ul style="list-style-type: none"> • plasticine • nylon chords • twine • fabrics • wire mesh • organdie • canvas • zinc plate • aluminium sheet, 	<ul style="list-style-type: none"> • hand drills, • copper wires • bolts and knots • rivets • eyelet • sand • plaster of Paris • white cement • cement fondu 	<ul style="list-style-type: none"> • clay • wood • flip charts • TLMs on art-making and materials and methods • posters • flyer • buntings • paintings • drawings and illustrations 	

Subject **ART AND DESIGN STUDIO**
Strand **3. CREATIVE PROJECT**
Sub-Strand **1. ARTEFACT PRODUCTION**

Learning Outcomes	21 st Century Skills and Competencies	GESI, SEL and Shared National Values
<p>3.3.1.LO.1</p> <p>Use knowledge and skills acquired in advanced Finishing Techniques/Processes to create an art or design work for functional and aesthetic purposes.</p>	<p>Critical Thinking and Problem Solving; Digital Literacy and Resourcefulness: Learners develop an understanding of advanced finishes and finishing techniques and apply them in different contexts to create visual propositions of incorporated art and design interventions to address observed challenges in the glocal environment.</p> <p>Visual Literacy and Creativity; Glocal Citizenship and Responsibility: Learners acquire abilities to innovate and think creatively, building on their knowledge base in exhibitions, and can think critically and creatively, anticipate consequences, recognise opportunities in advanced finishes and finishing techniques and apply them in different contexts as solutions in the environment.</p>	<p>GESI: Encouraging all learners in an inclusive way, cross-sharing of thoughts and ideas between and among groups and individuals leads to;</p> <ul style="list-style-type: none"> • respecting individuals of varying beliefs, religions and cultures • being sensitive to the inter-relatedness of the various spheres of life, groups and individuals • being aware of personal biases and stereotypes • embracing diversity and practising inclusion <p>SEL: Creating opportunities for learners to build their Social Emotional Learning Competencies - <i>Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decisions</i> are integrated throughout all lessons to encourage inclusion. As part of achieving each learning outcome in the curriculum, the teacher should apply the social-emotional learning strategies to ensure that learners are:</p> <ul style="list-style-type: none"> • self-reflecting and finding confidence • exhibiting motivation, and SMART goal setting

		<ul style="list-style-type: none">• managing emotions and conflicts• showing empathy and cooperation <p>These may be done by the teacher through modelling emotional self-regulation and decision-making, and the promotion of positive self-talk with self-made portraits, as learners use knowledge and skills acquired in advanced Finishing Techniques/Processes to create an art or design work for functional and aesthetic purposes.</p> <p>National core values: Tolerance, friendliness, open-mindedness, patience, commitment and hard work</p>
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Content Standards	Learning Indicators and Pedagogical Exemplars with 21 st Century and GESI	Assessment
3.3.1.CS.1 Demonstrate knowledge and understanding of advanced Finishing Techniques/Processes to create art or design work for functional and aesthetic purposes.	3.3.1.LI.1 Make a short video presentation to illustrate the characteristics of advanced finishing techniques. Collaborative and Experiential Learning: <ul style="list-style-type: none"> Individually or in small mixed-ability groups, brainstorm and outline the characteristics of advanced finishing techniques. In gender-sensitive groups, identify a problem in the community and create an art and design work for functional and aesthetic purposes. Project-Based Learning: In small groups, use available resources to create a short video/photographic/ drawing presentation to illustrate the outlined characteristics of advanced finishing techniques.	3.3.1.AS.1 Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning
	3.3.1.LI.2 Mount an exhibition that reflects selected advanced finishing techniques. Talk for Learning : In mixed-ability groups, discuss how to mount an exhibition that reflect selected advanced finishing techniques. Project-Based Learning; Collaborative Learning: In convenient groups mount an exhibition that reflects selected advanced finishing techniques. As learners exhibit their works and artefacts, encourage them to respect and tolerate the critique of others.	3.3.1.AS.2 Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning
	3.3.1.LI.3 Present a short report on the exhibition mounted in relation to advanced finishing techniques. Talk for Learning : In pairs discuss how to mount an exhibition in relation to advanced finishing techniques . Use mind maps to organise your thoughts . Experiential Learning; Project-Based Learning: Mount an exhibition that reflects selected advanced finishing techniques. Encourage learners to share their observations and comments in a respectful manner.	3.3.1.AS.3 Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning

Teaching and Learning Materials	<ul style="list-style-type: none"> • Textbooks • studio manuals • equipment maintenance manuals • videos • exhibition catalogues • journals • magazines • web references • audio-visual resources 	<ul style="list-style-type: none"> • projector • antique artworks • camera • modelling • printmaking • carving • casting and assemblage tools • dyes • wax 	<ul style="list-style-type: none"> • plasticine • nylon chords • twine • fabrics • wire mesh • organdie • canvas • zinc plate • aluminium sheet 	<ul style="list-style-type: none"> • hand drills • copper wires • bolts and knots • rivets • eyelets • sand • plaster of Paris • white cement • cement fondu 	<ul style="list-style-type: none"> • clay • wood • flip charts • TLMs on art-making and materials and methods • posters • flyers • buntings • paintings • drawings and illustrations
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Subject **ART AND DESIGN STUDIO**
Strand **3. CREATIVE PROJECT**
Sub-Strand **2 Portfolio Building**

Learning Outcomes	21 st Century Skills and Competencies	GESI, SEL and Shared National Values
<p>3.3.2.LO.1</p> <p>Brainstorm and organise a digital portfolio.</p>	<p>Critical Thinking and Problem-Solving; Visual Literacy and Creativity: Learners develop abilities to innovate and think creatively, building on their knowledge base in portfolio building, and can think critically and creatively, anticipate consequences, recognise opportunities in emerging requirements and portfolio culture in art and design, and apply them in different contexts.</p> <p>Glocal Citizenship and Responsibility; Digital Literacy and Resourcefulness: Learners develop the habit of following the work ethics of leading artists and designers, and their growing portfolio culture to innovate and think creatively, building on their knowledge base in portfolio building. They can think critically and creatively, anticipate benefits in the emerging requirements and portfolio culture in the expanded art and design field, and apply them in different contexts.</p>	<p>GESI: Creating equal opportunities for all learners to participate in class, using balanced gender groups leads to;</p> <ul style="list-style-type: none"> • tolerance and respect for each other • confidence and efficacy in their ability to perform • awareness of themselves and others taking into consideration their biases and stereotypes <p>SEL: Creating opportunities for learners to build their Social Emotional Learning Competencies - <i>Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decisions</i> are integrated throughout all lessons to encourage inclusion. As part of achieving each learning outcome in the curriculum, the teacher should apply the social-emotional learning strategies to ensure that learners are:</p> <ul style="list-style-type: none"> • self-reflecting and finding confidence • exhibiting motivation, and SMART goal setting • managing emotions and conflicts • showing empathy and cooperation <p>These may be done by the teacher through</p>

		<p>modelling emotional self-regulation and decision-making, and the promotion of positive self-talk with self-made portraits, as learners brainstorm and organise a digital portfolio.</p> <p>National core values: Tolerance, friendliness, open-mindedness, patience, commitment and integrity</p>
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Content Standards	Learning Indicators and Pedagogical Exemplars with 21 st Century and GESI				Assessment	
3.3.2.CS.1	3.3.2.LI.1				3.3.2.AS.1	
Demonstrate knowledge, understanding and application of current trends in portfolio building in the art world.	Identify and analyse the challenges involved in organising digital portfolios. Talk for Learning: Through questioning and answers discuss how to organise a digital portfolio. Collaborative and Experiential Learning: In small groups, analyse the challenges involved in organising a digital portfolio.				Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning	
	3.3.2.LI.2				3.3.2.AS.2	
	In small groups, discuss and report on the benefits of a digital portfolio. Communication and Self-Directed Learning: Discuss the benefits of a digital portfolio. Self-Directed Learning: Present a report on the benefits of a digital portfolio.				Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning	
	3.3.2.LI.3				3.3.2.AS.3	
	Using group discussion, identify some contemporary Ghanaian artists who depend largely on portfolio building in their artistic practice. Collaborative Learning: Through group discussions, identify some contemporary Ghanaian artists who depend largely on portfolio building in their artistic practice. Project-Based Learning; Collaborative Learning: Through group work, produce a digital portfolio that addresses one of the goals of SDG.				Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning	
Teaching and Learning Materials	<ul style="list-style-type: none"> textbooks studio manuals equipment maintenance manuals 	<ul style="list-style-type: none"> audio-visual resources projector antique artworks camera 	<ul style="list-style-type: none"> dyes wax plasticine nylon chords twine fabrics 	<ul style="list-style-type: none"> canvas zinc plate aluminium sheet hand drills copper wires 	<ul style="list-style-type: none"> eyelets sand plaster of Paris white cement cement fondu 	<ul style="list-style-type: none"> flip charts TLMs on art-making and materials and methods posters

	<ul style="list-style-type: none">• videos• exhibition catalogues• journals• magazines• web references	<ul style="list-style-type: none">• modelling• printmaking• carving• casting and assemblage tools	<ul style="list-style-type: none">• wire mesh• organdie	<ul style="list-style-type: none">• bolts and knots• rivets	<ul style="list-style-type: none">• clay• wood	<ul style="list-style-type: none">• flyers• buntings• paintings• drawings and illustrations
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