

National Curriculum for

DRAWING

Grades VI – VIII

2007



GOVERNMENT OF PAKISTAN
MINISTRY OF EDUCATION
ISLAMABAD

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Section 1: Introduction

Preface

Societies today are taking up drawing and art education as a key cultural and social need/obligation for the betterment of society and individuals, and by recognizing that artistic expression is basic to humanity. Drawing and its understanding helps to build and preserve a cultural asset, it invokes imagination; the practice of drawing skills reinforces observation skills, helps to develop geometrical and analytical abilities, and develops and polishes aesthetic sense and appreciation of beauty and art.

Skills and understanding of drawing is a capacity building process for a community and always will be an important requisite for many vocations, crafts, professions, sciences, other subjects and industry. It is a means of representing, expressing and communicating our thoughts, meaning and ideas.

In our national curricula, drawing has lost its due position during the past decades. This new curriculum addresses the gaps between available options and the needs of the society, industry and the market. The curriculum with its built-in flexibilities proactively underlines the fact that drawing and art derives its value, charm and variety by being context- specific and by drawing upon the diverse capabilities of pupils and tutors.

For better outreach, this curriculum document will be translated in Urdu.

1.1: Statement of Philosophy

Base for graphic thinking and expression may be provided by introducing drawing at an impressionable stage. Knowledge gained at this stage along with, and through clear simple and true concepts enhance the learning and artistic capacities of students; thus, providing a firm base for building an ever expanding relationship and connection between their intellect and emotion.

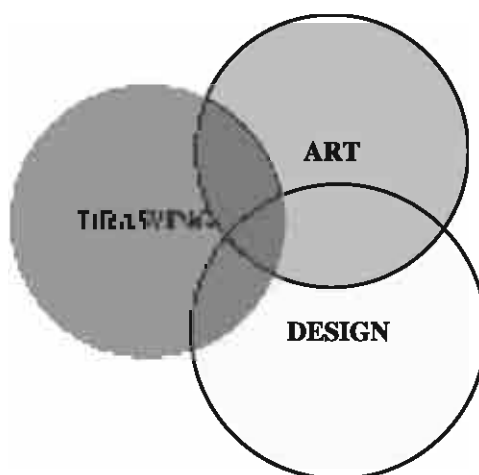
The curriculum of Drawing as an optional subject for grades VI,VII and VIII has been designed to enable students to translate their ideas in graphic form in such a way that it would enable them to read, make and critique drawings and use them for actualization of their ideas and feelings. At the middle level, that is, the post primary level, the level of skills has been kept simple but vital. The choice of 'Drawing' option will lead pupils to paths of Drawing and Art in higher classes. It will prepare them to understand and be able to select profession like Engineering, Craftsmanship, Visual Arts and Product Design. For those students who are unable to continue their education, knowledge of this subject would provide them a better chance to get absorbed in the craft industry and in vocations related to and dependent on sound knowledge of basics of Drawing, Art and Design. Moreover, study of this subject would inculcate in students, a sense of creativity and critical appreciation which can be beneficially utilized in their social contexts as well.

An overarching philosophy of this curriculum is that learning comes from and is consolidated through observation, doing and practice; therefore, re-iteration of tasks with gradual complexity at different levels is indicated as it is a sustainable way of acquiring the skill and polishing one's natural talent.

Graphic language has developed along two distinct lines according to its purpose: (i) Artistic drawing which is used to express aesthetic, philosophic, or other abstract ideas. (ii) Technical drawing which is used to represent design of objects to be built or constructed. It is a kind of instruction for the craftsman; therefore, it must be precise, clear and comprehensive.

All languages can be studied along two contexts namely Linguistics and Literature. Linguistics comprises origin, development and grammar and Literature is its creative expression, likewise; Drawing is a graphic language in which Linguistics is its rules, procedures and methods and Literature is its art and expression, and Design and Craft is its application. All graphic work can be seen as an overlap between Drawing, Art and Design. The curriculum of Drawing assumes that 'Drawing' is an essential independent skill and a branch of knowledge with its own pedagogy and application. However, the distinction does overlap or is complemented with skills and knowledge of Art, as well as, that of Design (which in turn are special and independent areas of knowledge). The science of Drawing does, however, borrow or derive rules/methods from both.

Figure1.



Care is taken that at middle level, only the basics, common to all the three domains, namely: Drawing, Art and Design are taken up and a sound base in these is prepared for future of those students who wish to continue studying Art and Drawing. This will also help them understand figures, drawings and sketches provided in their other subject area textbooks as well, and will facilitate them in their drawing assignments of these subjects. More over, as this sound base has a commercial potential, it would also facilitate those students who are unable to continue their studies as they would have a better chance of getting absorbed in the relevant job market. It will help develop in them, an awareness of the fact that art and design is all around us and is deeply embedded in our daily lives manifesting itself in Nature, surroundings and in every man made product. This awareness would help establish a relationship between the students and the environment, be it natural or man made. Study of this subject would also encourage them to express relationship and connection between their intellect and emotions. Furthermore, they would develop a sense proportion, the skills of composing, sketching, rendering and the ability to observe, analyze, discuss, critique', appreciate and manage tasks in allocated time slots.

1.2: Overview of the Drawing Curriculum Framework

This curriculum framework draws on the knowledge that Drawing is a graphic language which is universally understood. Just as a language is used for expression, communication and instruction, likewise, a drawing is a graphic representation of a reality or an idea.

This curriculum maintains a focus on Drawing, its use and purpose with sufficient merger with Art and partial emphasis on Design and Craft.

Following six domains have been identified in this curriculum; the last three have an overarching role over the first three domains, and on the personality development of students:

- Essentials of Drawing
- Supplement to Drawing
- Application of Drawing
- Observation and Actualization
- Communication and Exhibition
- Time Management Skills

All the major skills required in a domain are first introduced, explained and then reinforced through practice activities. These activities are to be incorporated at each grade level that is 6, 7 and 8, in a spiral progression catering to the progressive cognitive development of students, and ultimately culminating in the higher order abilities of reasoning, problem solving, critical analysis and creativity.

Section 2: Domains, Standards, Benchmarks and Student Learning Outcomes

Domain: A key learning area.

Standards: These define the domain by specifying broadly, the knowledge, skills and attitudes that students will acquire, should know and be able to do in a particular key learning area during the middle school developmental level; grades 6,7, and 8.

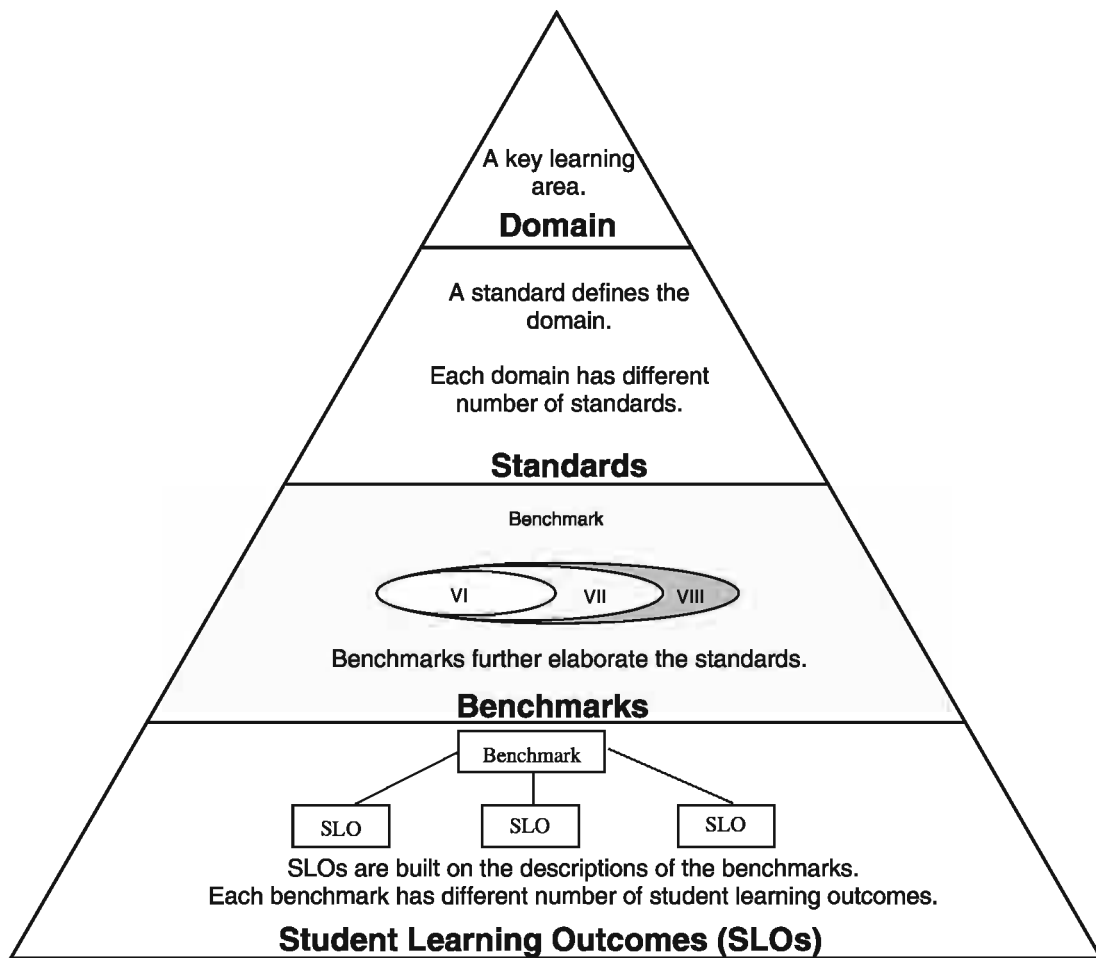
Bench marks: The bench marks further elaborate the standards, indicating what the students will accomplish at the end of each developmental level in order to meet the standard. In this curriculum document, benchmarks for each grade of the middle school developmental level that is grades 6, 7 and 8 have been given. The reason being that Drawing is offered as one of the options among many subjects only at the middle school developmental level, that is, grades 6, 7, and 8; and is not offered in the next developmental level, that is, grades 9 and 10. For the clarity and understanding of teachers, assessors and textbook writers, benchmarks (specific learning outcomes) at each grade provide at a glance, the continuum of the learning process of knowledge, skills and attitudes relevant to the subject of Drawing e.g. benchmarks for grade 6 define what the students will be able to do by the end of grade 6 and so on.

Student Learning Outcomes (SLOs): These are built on the descriptions of the **benchmarks** and describe how students will accomplish the benchmark in order to meet the standard at the end of grades 6, 7 and 8. Most student learning outcomes progress and develop across grades 6, 7, and 8 where each skill is revisited, revised and reinforced. It is important to remember that learning outcomes within a domain or across domains overlap and are interrelated; progress towards one outcome is often dependant upon progress towards another. Cumulative student learning outcomes for a particular academic year specify what the students will be able to do at the end of the academic year. The outcomes are realistic, observable, achievable and measurable. Some of the student learning outcomes might not be testable in the examinations but considering their importance; these have been incorporated and are to be tested during formative assessment in the classroom.

The learning outcomes of the Drawing key learning areas contribute significantly to lifelong learning along with acquisition of drawing skills. The aim is to help students achieve these

outcomes through observation, extended engagement and interaction with Nature and surroundings, and by developing their faculties of observation, critique', verbal and graphic communication and the ability to use task time management. To attain a spiral build-up, all the elements in each standard are introduced, focused, revisited, revised and reinforced.

Figure 2



2.1: Domains in Drawing

For key learning areas, six domains with a total of ten standards have been identified in this curriculum.

D 1: Essentials of Drawing

- S1 Materials and Tools
- S2 Free hand Sketching
- S3 Plane and Solid Geometry

D 2: Supplement to Drawing

- S1 Principles of Composition
- S2 Rendering Techniques

D 3: Application of Drawing

- S1 Art and Craft

D 4: Observation and Actualization

- S1 Accuracy and creativity in graphic expression

D 5: Communication and Exhibition

- S1 Art vocabulary and verbal communication
- S2 Exhibition procedures and skills

D 6: Time-Management Skills

- S1 Task Time Management

The order in which the standards are listed does not indicate the relative importance of the standard. All are equally important.

2.2: Rationale for Domains and Standards

D 1: Essentials of Drawing

- S1 Materials and Tools
- S2 Free hand Sketching
- S3 Plane and Solid Geometry

Standard 1: All students will exhibit the required knowledge of, practical and safe use and application of materials, instruments and tools related to Drawing, Art and Craft.

This standard introduces students to Drawing materials, instruments, accessories and aids used for drawings. It is very important that students know the practical and safe use of materials and instruments. Materials are used as base to draw on; instruments are devices to draw with and provide help by making the task of drawing easy; accessories and aids help speed up the tasks and provide remedy for mistakes. In addition, it is very important that a sense of responsibility is instilled and promoted in students to learn and practice drawing by following proper procedures and using mediums and instruments after acquiring appropriate knowledge about them. Students are cautioned that mishandling and misuse can result in damage to them physically, financially and environmentally.

Standard 2: All students will demonstrate requisite proficiency in freehand sketching.

Sketching is a way of taking notes of observations and is the foundation of every creative artwork and the base of any drawing, artistic or technical. It is very important that sketching skill is developed and polished by following the correct procedures and by using the relevant vocabulary. This standard informs students that sketching is a means of putting their ideas and proposals on paper; it gives a tangible form to an abstract thought. Sketching from Nature, surroundings and local context enables students to hone their creative abilities.

Standard 3: All students will apply knowledge of, and demonstrate innovative use of Plane and Solid Geometry.

This standard deals with concepts and use of basic geometry; and is linked to relevant Student Learning Outcomes, Math curriculum, grades VI, VII and VIII. The basic knowledge helps students become familiar with the use of line, its structure and meaning, thus giving a basic building unit to build drawings with. Knowledge of solids and methods of drawing these gives the students additional help in giving depth to their drawings and enables them to draw objects as they appear to the observer. It also enables them to read and interpret the drawing correctly. The relation between geometrical shapes and solids and shapes present in nature and surroundings helps students to identify, analyze and synthesize compound shapes and solids into simple shapes and solids and vice versa. It also teaches them to construct these with ease.

D 2: Supplement to Drawing

S1 Principles of Composition

S2 Rendering Techniques

Standard 1: All students will apply knowledge of and demonstrate proficiency in using the Principles of Composition.

Placement and composition of the subject/objects is of vital importance in any design. These teach the students, the art and techniques of selection and composing. The basics of composition are taught in progression with the needs of the skills and with the progressive advancement of the knowledge and techniques.

Standard 2: All students will exhibit in their finished products, ability to render sketches, expressing individuality.

Rendering means putting life in a drawing/sketch. In this curriculum, it includes colouring, light and its effects on casting shade and shadows, and giving texture to make the drawing expressive, thus enhancing its quality and giving it character. It introduces the students to an array of mediums and techniques to choose from and to experiment with.

D 3: Application of Drawing

S1 Art and Craft

Standard 1: All students will replicate and innovatively create Art and Craft work using knowledge and skills of Drawing.

Craft is the primary level of applying the knowledge and skills of Drawing. This standard focuses on students' learning through active participation and by communicating their impressions by making their own aesthetic choices. Traditional crafts may seem simple but a craftsman needs to be well versed in designing, drawing and in applying his artistic and graphical observations and knowledge to produce a quality object. Pakistan abounds in heritage crafts; students are encouraged to draw on our diverse cultural resources to appreciate, gain knowledge of and to

understand local crafts, in order to develop skill of creating art work based on concepts of local crafts. As a number of the early dropouts are mostly employed and absorbed by local craftsmen and the craft world, the knowledge of Drawing and its application in Art and Craft is of great value to these students.

D 4: Observation and Actualization

S1 Accuracy and creativity in graphic expression.

Standard 1: All students will record observation accurately; synthesize observation creatively and convey impressions through graphic expression.

The skill of observation is vital to any creative assignment/ project. As each observation is a unique experience involving individual curiosity, the faculty of attention and response to detail increases students' urge for exploration, skill of attaining accuracy in drawings and simultaneously, develops the ability to compare and contrast. This standard encourages students to directly observe and explore Nature and surroundings in more depth, experience and visualize concepts to gain practical knowledge of the requisite contents, and make selection of subject/object for sketching, composing and rendering. Synthesizing observation creatively into graphic presentations is equally important along with the development of the ability of attention to detail and to edit and refine till production of a final output that meets the Student Learning Outcomes. Hence, graphic presentations by students are encouraged to express their creativity by conveying their ideas, perceptions and emotions in their assignments.

D 5: Communication and Exhibition

S1 **Communication:** Art vocabulary and verbal Communication

S2 **Exhibition:** Exhibition Procedures and Skills

Standard 1: Communication: All students will use the requisite art vocabulary to express knowledge of Drawing and Art materials and techniques, and to respond to their own and peers' graphic impressions.

It is very vital for the student to acquire vocabulary related to Drawing; equally important is the need to learn and develop ability to communicate their thoughts, views and ideas verbally and graphically. For verbal communication, requisite and relevant vocabulary is needed to meet the standards and to articulate their own feelings, appreciate and to critically analyze their own and peers works. This is taken care of by encouraging students to indulge in necessary discussion with teacher and peers and to make comparison of their own work with that of peers. This skill, once developed, enhances the quality of thought, articulation and critical appreciation.

Standard 2: Exhibition: All students will be involved in the process and presentation of their final outputs.

Practise of Exhibition procedures and skills helps students to organize and display their space and surface management skills aesthetically and creatively. Developing and polishing this skill also helps students in other subject areas and also in their social and professional contexts.

D 6: Time-Management Skills

S1 Task Time Management

Standard 1: All students will exhibit Task Time-management skills through completion of tasks in time.

This standard encourages students to learn and apply Time Management Skills by breaking/dividing assignments into components and by working in allocated time slots. The subject of Drawing involves mostly practical work so it is important that students practise this skill in order to finish assignments in time. Acquiring the skill of time organization and time management has far reaching effects in students' academic, professional and social lives.

2.3: Summary of Domains and Standards

D1	Essentials of Drawing	S1	All students will exhibit the required knowledge of, practical and safe use and application of materials, instruments and tools related to Drawing, Art and Craft.
		S2	All students will demonstrate requisite proficiency in Free hand sketching
		S3	All students will apply knowledge of, and demonstrate innovative use of Plane and Solid Geometry.
D2	Supplement to Drawing	S1	All students will apply knowledge of and demonstrate proficiency in using the Principles of Composition.
		S2	All students will exhibit in their finished products, ability to render sketches, expressing individuality.
D3	Application of Drawing	S1	All students will replicate and innovatively create Art and Craft work using knowledge and skills of Drawing.
D4	Observation and Actualization	S1	All students will record observation accurately; synthesize observation creatively and convey impressions through graphic expression.
D5	Communication and Exhibition	S1	Communication: All students will use the requisite art vocabulary to express knowledge of Drawing and Art materials and techniques, and to respond to their own and peers' graphic impressions.
		S2	Exhibition: All students will be involved in the process and presentation of their final outputs.
D6	Time Management Skills	S1	All students will exhibit Task Time-management skills through completion of tasks in time.

2.4: Table of Domains, Standards and Benchmarks

Domain 1: Essentials of Drawing
Standard 1: All students will exhibit the required knowledge of, practical and safe use and application of materials, instruments and tools related to Drawing, Art and Craft.

Benchmarks

	Grade VI	Grades VII	Grades VIII
BM1 Drawing materials and geometrical instruments	Identify and acquire basic proficiency in selecting, testing and using Drawing, Art and Craft materials, instruments and tools.	Use knowledge of, and show intermediate proficiency in selecting, testing and using required drawing materials including simple geometrical instruments, and art and craft materials and tools.	Apply knowledge of, and show advanced proficiency in selecting, testing and using drawing materials; geometrical instruments and Art and craft materials and tools according to assignment.
BM2 Safety and responsibility	Use and store materials safely and responsibly.	Use and store materials safely and responsibly.	Use and store materials safely and responsibly.

Domain 1: Essentials of Drawing

Standard 2: All students will demonstrate requisite proficiency in Freehand sketching.

Benchmarks

	Grade VI	Grades VII	Grades VIII
BM1 Free hand sketching	Draw strokes and their variations; acquire basic knowledge of free hand sketching of single objects including placement of objects, proportion and dimensions across the axes.	Demonstrate ability to sketch freehand from Nature and surroundings, combinations of objects (model drawing) using knowledge of blocking of objects, placement in relation to each other, and identification of focal point in compositions and proportions.	Demonstrate ability to sketch freehand from Nature and surroundings, combination of objects and landscapes using knowledge of perspective. Demonstrate ability of using graphs to enlarge/reduce drawings so as to replicate them.

Domain 1: Essentials of Drawing
Standard 3: All students will apply knowledge of, and demonstrate innovative use of Plane and Solid Geometry.

Benchmarks

	Grade VI	Grades VII	Grades VIII
BM1 Line	Exhibit knowledge of Line; its types, characteristics and feelings. Demonstrate skill to draw freehand variation in line using different strokes and pencil points, and by applying difference in pressure.	Exhibit and use knowledge of Planes and Solids. Exhibit skill to draw line with geometrical instruments, compare with line drawn freehand; use this skill to make innovative and interesting compositions.	Use knowledge of Planes and Solids. Apply knowledge of line-building skills to draw compound shapes freehand and by using geometrical instruments. Apply this skill innovatively to drawing and artwork.
BM2 Shape	Understand Plane and Plane Geometry. Exhibit knowledge of concept of shape; recognize and record in surroundings, likeness of different shapes present in Nature. Draw shapes freehand; make innovative patterns and render according to choice.	Draw freehand and with drawing instruments, different shapes from Nature and surroundings; make innovative patterns and render according to choice.	Draw freehand and with geometrical instruments, compound shapes from Nature and surroundings. Apply further knowledge and skill to make innovative and interesting designs and compositions; render according to choice.
BM3 Solids	Understand solid as a three dimensional object. Identify basic solids; collect these solids/objects of different sizes from Nature and surroundings; compose innovatively.	Comprehend and apply basic rules and simple techniques of orthographic/2D and Isometric, and oblique/3D projections; draw freehand and with geometrical instruments, a variety of solids using these projections; cut and assemble. Render according to choice and compose innovatively.	Understand and apply basic rules of perspective as an advanced technique /method of 3D drawings of solids; draw solids freehand and with geometrical instruments. Render according to choice and compose innovatively.

Domain 2: Supplement to Drawing
Standard 1: All students will apply knowledge of and demonstrate proficiency in using the Principles of Composition.

Benchmarks

	Grade VI	Grades VII	Grades VIII
BM1 Principles of composition	Demonstrate knowledge of, and use rules of placement and proportion to draw objects.	Demonstrate knowledge of, and use effectively principles of composition; balance, emphasis, harmony and contrast, to arrange and draw multiple objects; apply to art and craft work as well.	Demonstrate knowledge of, and apply skillfully and effectively further principles of composition; movement, rhythm and illusion to drawing, art and craft work.

Domain 2: Supplement to Drawing
Standard 2: All students will exhibit in their finished products, ability to render sketches, expressing individuality.

Benchmarks

	Grade VI	Grades VII	Grades VIII
BM1 Colour	Identify primary, secondary, warm, cool and neutral colours in Nature and surroundings; identify medium. Demonstrate sufficient knowledge, skill and confidence in use of colour in identified mediums.	Identify tertiary colours in Nature and surroundings; identify more mediums. Render using further knowledge, skill and confidence, effects of colour and colour combinations in a choice of mediums.	Render sketches with expanded skill and confidence, effectively using colouring techniques in a variety of mediums and creating shades and shadows using rubbing and merging.
Light, shade and shadows	Understand the effect of light on colour and in casting shade and shadow in Nature; Render sketches and drawings in identified medium showing shades and shadows.	Recognize that shade and shadows change with the changing position of source of light; recognize tones and tints and render sketches and drawings using these observations.	
Texture		Identify and differentiate between tactile and visual textures (surface and illusion of texture); Experiment with lines, shapes and patterns to create the required texture. Render sketches to show a variety of textures created by control on intensity, direction and length of strokes.	Render using various mediums, sketches of landscapes to show a variety of textures.

Domain 3:..Application of Drawing
Standard 1: All students will replicate and innovatively create Art and Craft work expressing individuality.

Benchmarks

	Grade VI	Grades VII	Grades VIII
BM1 Lettering, Stencil, Model making/ Block making	Use Lettering innovatively as extension and reinforcement of line and shape; show ability to create craft work using paper patterns and paper folding techniques.	Assemble models of objects using available resource and indigenous materials. Design, make and use stencils and templates for printing and transferring designs.	Assemble innovative models on selected themes using available resource and indigenous materials. Design, make and use blocks for printing and transferring designs.

Domain 4: Observation and Actualization

Standard 1: All students will record observation accurately; synthesize observation creatively and convey impressions through graphic expression.

Benchmarks

	Grade VI	Grades VII	Grades VIII
BM1 Accuracy in graphic expression	Demonstrate skill of observation to gather and record relevant information; organize and use the information to draw accurately with attention to detail.	Demonstrate skill of increased observation to organize and record visual concepts; apply these findings for more detail and accuracy in drawing procedures.	Demonstrate refined skill of increased observation to organize and record visual concepts; apply these findings for more detail and accuracy in drawing procedures.
BM2 Creativity in graphic expression	Use observations to exhibit creative use of drawing skills, and to compare own work with that of peers.	Synthesize observations into impressions through thoughts, ideas, feelings and meanings, and convey these creatively using drawing skills.	Synthesize observations into impressions through thoughts, ideas, feelings and meanings, and convey these creatively using drawing skills.
BM3 Edit and finalize	Review and edit to improve drawings based on laid out criteria.	Review and edit to improve drawings based on laid out criteria.	Review and edit to improve drawings based on laid out criteria.

Domain 5: Communication and Exhibition

Standard 1: Communication: All students will use the requisite art vocabulary to express knowledge of Drawing and Art materials and techniques, and to respond to their own and peers' graphic impressions.

Benchmarks

	Grade VI	Grades VII	Grades VIII
BM1	Use required range of art vocabulary related to materials, tools and techniques; communicate their idea, feelings and impressions regarding their own and others' work.	Use appropriate extended art vocabulary related to materials, tools and techniques; communicate their ideas, feelings and impressions regarding their own and others' work.	Use an expanded range of art vocabulary related to materials, tools and techniques, and to communicate their ideas, feelings and impressions regarding their own and others' work.

Domain 5: Communication and Exhibition

Standard 2: Exhibition: All students will be involved in the process and presentation of their final outputs.

Benchmarks

	Grade VI	Grades VII	Grades VIII
BM1 Exhibition Procedures and skills	Exhibit within allocated space, individual Drawing and Art work reflecting principles of composition.	Exhibit individually and in pairs, using allocated space efficiently and fairly, Drawing and Art work reflecting principles of composition.	Exhibit individually and in groups using allocated space efficiently and fairly, Drawing and Art work reflecting principles of composition.

Domain 6: Time Management Skills

Standard 1: All students will exhibit Task Time-management skills through completion of tasks in time.

Benchmarks

	Grade VI	Grades VII	Grades VIII
BM1 Task Time Management	Use given time for each component of assignment to complete assignment in time.	Demonstrate improved skill of time management; allocate given time themselves to components of assignments in order to complete assignment in time.	Allocate and manage time themselves to complete assignments in time.

2.5: Benchmark Focus

D1	Essentials of Drawing	D2	Supplement to Drawing	D3	Application of Drawing	D4	Observation and Actualization	D5	Communication and Exhibition	D6	Time Management Skills
S1 BM1	Drawing, Art and Craft materials and tools, and geometrical instruments	S1 BM1	Principles of Composition	S1 BM1	Lettering, Stencil making, Model making	S1 BM1	Accuracy in Graphic expressions	S1 BM1	Use of Art vocabulary and verbal communication	S1 BM1	Task time management
BM2	Safety and responsibility	S2 BM1	Color; Light, Shade and Shadows; Texture			BM2	Creativity in graphic expressions	S2 BM1	Exhibition procedures and skills		
S2 BM1	Freehand sketching					BM3	Editing and Finalizing				
S3 BM1	Line										
BM2	Shape										
BM3	Solids										

Section 3: Student Learning Outcomes

CLASS VI

Domain1: Essentials of Drawing

Standard 1: All students will exhibit the required knowledge of, practical and safe use and application of materials, instruments and tools related to Drawing, Art and Craft.

Benchmark I: Identify and acquire basic proficiency in selecting, testing and using Drawing, Art and Craft materials, instruments and tools.

Student Learning Outcomes

Grade VI

Drawing materials and tools: Drawing book/Sketch book/paper, pencil, eraser, sharpener, tape/tacks(optional)

Drawing book/Sketch book/paper

- Familiarize themselves with a Drawing book/sketchbook; select and use accordingly.
- Identify different kinds of paper; drawing paper, glazed paper, butter paper scrap paper; select and use accordingly.

Pencil

- Understand terms H and B.
- Select, hold and use an HB pencil of appropriate grade mark according to required assignment.
- Know types of pencil points; make and use these according to required assignment.

Eraser

- Select and use quality eraser of right abrasive quality to edit and modify sketches/drawings.
- Select and use a brush or soft cloth to remove eraser crumbs.

Sharpener/blade/sandpaper

- Select and use a quality sharpener/blade.
- Use sand paper to make required point of a pencil according to assignment.

Tapes and tacks

- Select and use masking / paper tape to stick paper on a surface.
- Select and use tacks to hold paper in position.

Art/Craft materials and tools: Pencil colours, crayons, powder colours; coloured/glazed paper, scrap paper, butter paper, cardboard/hardboard clay, flour, plastecine, paper cutting scissors, glue, samples collected from Nature and surroundings

- Familiarize themselves with, select and use required art/craft materials and tools according to assignment.

Benchmark 2: Use and store materials safely and responsibly.

Student Learning Outcomes

Grade VI

Safe and responsible use of materials

- Understand difference between toxic and non-toxic materials.
- Demonstrate ability to arrange and store materials and tools methodically, and for easy access.
- Practise care in using Drawing, Art and Craft instruments especially sharp and blunt ones.
- Choose well-lit and well-ventilated spots for Drawing and Art/Craft activity.

Domain 1: Essentials of Drawing

Standard 2: All students will demonstrate requisite proficiency in Freehand sketching.

Benchmark 1: Draw strokes and their variations; acquire basic knowledge of free hand sketching of single objects including placement of objects, proportion and dimensions across the axes

Student Learning Outcomes
Grade VI

- Understand the term “Free hand sketching”.
- Draw strokes and their variations with different pencils and pencil points in different directions, and of different length using varied pressure.
- Demonstrate basic knowledge of free hand sketching:
 - Observe dimensions of object using knowledge of proportion as relationship between different dimensions
 - Draw axis/axes
 - Transfer measurements of object sequentially across and along axes in sequence to build an outline (skeleton)
 - Use strokes to build shapes around the outline (skeleton)
 - Make a preliminary sketch
 - Refine sketch; make a final drawing.
- Compare their own work with that of peers; evaluate both.

Domain 1: Essentials of Drawing
Standard 3: All students will apply knowledge of, and demonstrate innovative use of Plane and Solid Geometry

Benchmark 1: Exhibit knowledge of Line; its types, characteristics and feelings. Demonstrate skill to draw freehand variation in line using different strokes and pencil points, and by applying difference in pressure.

Student Learning Outcomes
Grade VI

- Know significance of a point.
- Know line has one dimension.
- Draw lines; straight and curved. Note the differences.
- Identify and differentiate between types of straight lines:
 - Horizontal, vertical, inclined, parallel, intersecting, converging and diverging.
- Identify and differentiate between types of curved lines; regular and irregular curves.
- Experiment drawing types of straight and curved lines on appropriate available surface in different directions with available resource/materials such as strings, sticks.
- Explore, observe, identify and record these in Nature and in surroundings.
- Know that line has characteristics; continuity, thickness and direction.
- Draw freehand with lead/colour pencils, variation in characteristics of line using the following techniques:
 - using different pencil points
 - applying difference in pressure to create light and dark lines of varied thickness
 - varying the size of gaps in broken lines
 - study the effects produced.
- Draw lines present in Nature; compare lines drawn from Nature with lines drawn earlier.
- Observe and discuss with peers, the effects they produce.
- Compare their own work with that of peers; evaluate both.

Benchmark 2: Understand Plane and Plane Geometry. Exhibit knowledge of concept of shape; recognize and record in surroundings, likeness of different shapes present in Nature. Draw shapes freehand; make innovative patterns and render according to choice.

Student Learning Outcomes
Grade VI
<p>Plane Geometry</p> <ul style="list-style-type: none">• Understand the terms Plane and Plane Geometry (Refer to Mathematics curriculum, grade V1).• Understand shape has two-dimensions (2D).• Explore, observe, identify, record and differentiate between regular and irregular shapes present in Nature and in immediate/ extended surroundings; draw these freehand.• Explore, observe, identify and collect objects of different regular shapes; Triangle, square, rectangle, circle, oval and ellipse present in Nature, surroundings, available print material; observe similarities and differences in their shapes. Draw these freehand.• Draw pictures of objects present in Nature/immediate surroundings using knowledge of basic shapes and their combinations.• Show ability to render these shapes using medium of choice.• Compose groups of similar and different shapes to prepare patterns.• Demonstrate ability to creatively repeat, and cut and paste patterns.• Compare their own work with that of peers; evaluate both.

Benchmark 3: Understand solid as a three dimensional object. Identify basic solids; collect these solids/objects of different sizes from Nature and surroundings; compose innovatively.

Student Learning Outcomes
Grade VI
Solid Geometry <ul style="list-style-type: none">• Understand the term Solid Geometry (Refer to Mathematics curriculum, grade V1).• Understand solids are forms, have three dimensions (3D) and are a combination of planes; relate concept of solid with concept of plane.• Know solids have length, height and thickness.• Understand and draw solids through the concept of X, Y and Z axes; Understand and apply concept of three-dimensional objects by measuring length, width and height.• Identify basic solids; cube, pyramids, cone, sphere, cylinder.• Observe, select and collect these solids from easily available items of everyday use, Nature and from surroundings.• Arrange these objects innovatively.• Compare characteristics of their own work with that of peers; evaluate both.

Domain 2: Supplement to Drawing

Standard 1: All students will apply knowledge of and demonstrate proficiency in using the Principles of Composition.

Benchmark I: Demonstrate knowledge of and use rules of placement and proportion to draw objects.

Student Learning Outcomes

Grade VI

- Comprehend that Principles of composition are applied to Drawing and Art work.
- Apply basic Principles of Composition:
 - Select objects to be drawn
 - Observe relation between size of object to be drawn and the paper
 - Decide placement of object on paper.
- Draw margins; decide placement of name, topic, date and assignment number.

Domain 2: Supplement to Drawing

Standard 2: All students will exhibit in their finished products, ability to render sketches, expressing individuality.

Benchmark 1: Identify primary, secondary, warm, cool and neutral colours in Nature and surroundings; identify medium. Demonstrate sufficient knowledge, skill and confidence in use of colour in identified mediums. Understand the effect of light on colour and in casting shade and shadow in Nature; Render sketches and drawings in identified medium showing shades and shadows.

Student Learning Outcomes
Grade VI

Colour

- Know colour as naturally occurring in Nature; Identify and compare colours present in Nature, with those present in immediate/ extended surroundings, local crafts, handicrafts and in printed material.
- Identify primary and secondary colours on a colour wheel.
- Know warm, cool and neutral colours.
- Understand the term Medium.
- Use medium; pencil colours, powder colours, crayons, coloured markers with sufficient skill.
- Demonstrate ability to render drawn shapes/drawings/compositions with colours of their choice, and knowledge of light/shade and shadow, using hard and soft pressure of pencil, small and long strokes.
- Note the difference in value.
(*Value: Understand value as degree of lightness and darkness in a colour through pressure of strokes*)
- Compare their own work with that of peers. Evaluate both.

Light, Shade and Shadows

- Observe the shade and shadow at different times of the day with reference to position of source of light (Natural and artificial light).
- Observe position and shape of the shadows and difference in the shade of the colour of the objects.
- Use and apply these observations from different angles to render sketches using lead/colour pencils /crayons.

Domain 3: Application of Drawing

Standard 1: All students will replicate and innovatively create Art and Craft work using knowledge and skills of Drawing.

Benchmark I: Use Lettering innovatively as extension and reinforcement of line and shape; show ability to create craft work using paper patterns and paper folding techniques.

Student Learning Outcomes**Grade VI****Lettering**

- Understand types and form in Urdu and English Alphabet lettering styles/font.
- Practice lettering styles creatively using:
 - straight and curved strokes
 - between lines and within shapes
 - without lines.
- Demonstrate ability to create and colour different shapes and simple figures using different lettering styles.
- Observe the effects thus produced; discuss and compare their own work with that of peers.

Craft**Cutting and pasting:**

- Show skill of holding scissors, cutting and pasting techniques.
- Show ability to cut and paste different patterns innovatively using natural and available materials.
- Show ability to cut and weave simple patterns using strips of paper and available local materials.

Paper Folding:

- Show skill of simple paper folding techniques including simple Origami techniques.
- Use these techniques to make different objects as are present in Nature and surroundings.
- Compare their own work with that of peers; evaluate both.

Domain 4: Observation and Actualization

Standard 1: All students will record observation accurately; synthesize observation creatively and convey impressions through graphic expression.

Benchmark 1: Demonstrate skill of observation to gather and record relevant information; organize and use the information to draw accurately with attention to detail.

Student Learning Outcomes

Grade VI

- Acquire and apply skill of observation:
 - Explore and observe keenly, Nature and surroundings in detail and collect relevant visual information
 - Record impressions through sight
 - Transfer observations accurately through building and maintaining eye-hand coordination, correct position and posture
 - Apply observation to improve accuracy and to enter detail in drawing procedures.
- Relate impressions produced in various stages of Drawing and Art work to observation and assignments.

Benchmark 2: Use observations to exhibit creative use of drawing skills, and to compare own work with that of peers.

Student Learning Outcomes

Grade VI

- Explore lines, shapes and solids in Nature and surroundings.
- Use observation skills to combine lines, shapes and solids creatively to express ideas, feelings and thoughts.
- Observe the effects produced.
- Compare own work with that of peers. Evaluate both.

Benchmark 3: Review and edit to improve drawings based on laid out criteria.

Student Learning Outcomes

Grade VI

- Finalize drawings and artwork:
 - Assess own drafts paying attention to detail using drafting techniques and procedures
 - Develop, rectify and refine work based on given criteria
 - Finalize work.

Domain 5: Communication and Exhibition

Standard 1: Communication: All students will use the requisite art vocabulary to express knowledge of Drawing and Art materials and techniques, and to respond to their own and peers' graphic impressions.

Benchmark I: Use required range of art vocabulary related to materials, tools and techniques; communicate their idea, feelings and impressions regarding their own and others' work.

Student Learning Outcomes

Grade VI

- Accumulate and use appropriate grade level vocabulary related to materials, techniques and methods.
- Understand that there are different responses to drawings and art work.
- Understand difference between critique and criticism.
- Develop grade level communicative ability to:
 - verbally describe concepts and processes
 - verbally express feelings and impressions regarding characteristics of their own drawings and art work
 - Identify merits and errors in own and peers' work according to given criteria.

Domain 5: Communication and Exhibition

Standard 2: Exhibition: All students will be involved in the process and presentation of their final outputs

Benchmark I: Exhibit within allocated space, individual Drawing and Art work reflecting principles of composition.

Student Learning Outcomes

Grade VI

- Maintain a neat, titled and dated record/ portfolio of collection of sketches and finished work.
- Follow essentials of exhibition:
 - Preparation including bordering/framing/ mounting of exhibits according to given instructions using mostly recyclable materials
 - View angles and use ones that compliment the exhibits
 - Arrange using Principles of Composition to avoid monotony and visual fatigue and to maintain interest and variety in display
 - Show knowledge of effect of light on exhibits and do placement accordingly
 - Organize display in sequence by alphabet and by numbers
 - Utilize allocated space/surface efficiently for vertical and horizontal display of finished work.

Domain 6: Time Management Skills

Standard 1: All students will exhibit Task Time-management skills through completion of tasks in time.

Benchmark I: Use given time for each component of assignment to complete assignment in time.

Student Learning Outcomes

Grade VI

- Know time block for each assignment
- Break assignments into components
- Organize and utilize given time for each component
- Finish work in time.

Student Learning Outcomes

CLASS VII

Domain1: Essentials of Drawing

Standard 1: All students will exhibit the required knowledge of, practical and safe use and application of materials, instruments and tools related to Drawing, Art and Craft.

Benchmark I: Use knowledge of, and show intermediate proficiency in selecting, testing and using required drawing materials including simple geometrical instruments, and art and craft materials and tools.

Student Learning Outcomes

Grade VII

Drawing/Geometrical and Art and Craft Materials, Instruments and Tools

- Recall knowledge of, and use drawing instruments.
- Know and use the following geometrical instruments:
 - Scales, dividers, protractors, compasses and set squares
 - Use scales and dividers to measure lengths
 - Use protectors to measure angles
 - Use compasses to draw arcs and circles
 - Use set squares to draw angles.
- Practise methods of proper placement, use of measuring instruments and of observer's eye to avoid visual error in reading and in recording.

Art materials

- Know and use the following Drawing, Art and Craft materials, instruments and tools according to assignment:
 - Pencil colours, crayons, powder colours; Water/poster colours coloured paper, butter paper, scrap paper
 - cardboard, hard board, paint brushes paper cutting scissors, glue, materials required for model making, samples collected from Nature and surroundings.

Benchmark 2: Use and store materials safely and responsibly.

Student Learning Outcomes

Grade VII

Safe and responsible use of materials

- Recall knowledge of, and exhibit proficiency in practical and safe use of Drawing, Art and Craft materials and tools.

Domain1: Essentials of Drawing

Standard 2: All students will demonstrate requisite proficiency in Freehand sketching.

Benchmark I: Demonstrate ability to sketch freehand from Nature and surroundings, combinations of objects (model drawing) using knowledge of blocking of objects, placement in relation to each other, and identification of focal point in compositions and proportions.

Student Learning Outcomes

Grade VII

- Recall previous knowledge of freehand sketching.
- Understand concept of Blocking in Free Hand Sketching.
- Demonstrate ability to select symmetrical and asymmetrical objects or their combinations for compositions.
- Compose sketch showing center of interest/focal point.

Domain 1: Essentials of Drawing

Standard 3: All students will apply knowledge of, and demonstrate innovative use of Plane and Solid Geometry.

Benchmark 1: Exhibit and use knowledge of Planes and Solids. Exhibit skill to draw line with geometrical instruments, compare with line drawn freehand; use this skill to make innovative and interesting compositions.

Student Learning Outcomes

Grade VII

- Recall and use knowledge of types of straight and curved lines and their differences; draw these lines freehand and with geometrical instruments.
- Note the difference in effect they produce.
- Observe record and draw with drawing instruments, objects from surroundings, using types of lines, their combinations and the impressions produced.
- Render drawings using medium of choice.
- Compare their own work with that of peers; evaluate both.

Benchmark 2: Draw freehand and with drawing instruments, different shapes from Nature and surroundings; make innovative patterns and render according to choice.

Student Learning Outcomes

Grade VII

- Recall knowledge of shape acquired earlier.
- Draw using geometrical instruments; triangle, square, rectangle, circle of different sizes.
- Draw freehand triangle, square, rectangle, circle, ellipse and oval of different sizes.
- Render these shapes using knowledge of rendering techniques, colour combination and medium of choice.
- Combine shapes creatively to make innovative patterns and objects.
- Demonstrate ability to creatively repeat patterns.
- Compare their own work with that of peers; evaluate both.

Benchmark 3: Comprehend and apply basic rules and simple techniques of orthographic/2D and Isometric, and oblique/3D projections; draw freehand and with geometrical instruments, a variety of solids using these projections; cut and assemble. Render according to choice and compose innovatively.

Student Learning Outcomes
Grade VII
<ul style="list-style-type: none">● Recall basic solids and their dimensions.● Comprehend concept of projection as basic method of drawing solids.(Refer to Math curriculum grade VII).● Study each side/view of the solid separately as a separate plane:<ul style="list-style-type: none">○ Front view, back view, top view and side view.● Show ability to note and understand differences of shape and measurements of real and drawn objects in 3D.● Comprehend basic rules of drawing orthographic projection, 2D projections.● Develop ability to draw with geometrical instruments and freehand, Orthographic projections of solids; cubes and cuboids.● Comprehend rules of drawing isometric and oblique projections (3D).Apply these to draw cubes and cuboids.● Develop ability to draw with geometrical instruments and freehand, Isometric and Oblique projections of cubes and cuboids.● Study and observe difference/relation between orthographic; 2D and isometric/oblique projections; 3D, and also between isometric and oblique projections.● Apply techniques to render using medium of choice.● Cut different views to make solids.● Compose in a variety of combinations.● Observe own and peers' work for critical review.

Domain 2: Supplement to Drawing

Standard 1: All students will apply knowledge of and demonstrate proficiency in using the Principles of Composition.

Benchmark I: Demonstrate knowledge of, and use effectively principles of composition; balance, emphasis, harmony and contrast, to arrange and draw multiple objects; apply to art and craft work as well.

Student Learning Outcomes

Grade VII

- Comprehend principles of composition: balance, emphasis, harmony and contrast.
- Use these to arrange and draw multiple objects.
- Observe the effect produced. Compare own work with that of peers.
- Use Principles of composition to exhibit work.

Domain 2: Supplement to Drawing

Standard 2: All students will exhibit in their finished products, ability to render sketches, expressing individuality.

Benchmark 1: Identify tertiary colours in Nature and surroundings; identify more mediums. Render using further knowledge, skill and confidence, effects of colour and colour combinations in a choice of mediums. Recognize that shade and shadows change with the changing position of source of light; recognize tones and tints and render sketches and drawings using these observations. Identify and differentiate between tactile and visual textures (surface and illusion of texture); Experiment with lines, shapes and patterns to create the required texture. Render sketches to show a variety of textures created by control on intensity, direction and length of strokes.

Student Learning Outcomes	
Grade VII	
Colour	<ul style="list-style-type: none">• Recall knowledge of, and use of colours.• Know tone and tint; its effects on objects in light and shade.• Make a colour wheel with Primary and Secondary colours.• Identify tertiary colours in Nature, immediate/ extended surroundings, local crafts and handicrafts.• Show proficiency in using these mediums; Pencil colours, crayons; and developing proficiency in using mediums; water/poster/powder colours.• Observe, feel and differentiate effect of each medium on paper.• Exhibit colour mixing techniques to make tertiary colours, tones and tints.• Make different types of colour combinations; monochromatic, polychromatic, complementary and contrast.• Show proficiency in rendering drawings and compositions.• Note difference in value; study the effects produced.• Compare own work with that of peers; evaluate both.

Light, Shade and Shadows

- Observe the difference in shade and shadow of an object with changing position of source of light.
- Study the change in the shape of the shadows with changing position of source of light.
- Compare shape of shadow with that of the object.
- Use and apply these observations while sketching and rendering from different angles.

Texture

- Know and appreciate texture as quality of a surface.
- Understand visual and tactile textures.
- Observe and differentiate between textures by sight and by touch, present in Nature and in immediate/ extended surroundings.
- Prepare textures by selecting materials from immediate surroundings and pasting on cardboard.
- Draw/sketch various textures:
 - Using a variety of mediums
 - using variety of strokes
 - exercising control of intensity of strokes, line and colour.
- Observe the effects produced.
- Show texture in drawings and sketches using above techniques.
- Compare own work with that of peers; evaluate both.

Domain 3: Application of Drawing
Standard 1: All students will replicate and innovatively create Art and Craft work using knowledge and skills of Drawing.

Benchmark I: Assemble models of objects using available resource and indigenous materials. Design, make and use stencils and templates for printing and transferring designs.

Student Learning Outcomes
Grade VII
<p>Stencil making</p> <ul style="list-style-type: none">• Exhibit skill of using simple given stencils.• Design pattern to be stenciled.• Use cutting techniques to cut out patterns.• Use stencils to transfer patterns on selected material applying transferring techniques. <p>Model Making</p> <ul style="list-style-type: none">• Assemble solids to make 'hollow models' from cardboard cutouts using folding, unfolding techniques.• Familiarize themselves with plastic modeling materials, clay, flour, plastercine etc and their preparation, where required.• Create 'solid models' of solids using plastic modeling materials and other locally available materials.• Demonstrate ability to creatively arrange 'hollow and solid' models in different combinations/compositions.

Domain 4: Observation and Actualization

Standard 1: All students will record observation accurately; synthesize observation creatively and convey impressions through graphic expression.

Benchmark 1: Demonstrate skill of increased observation to organize and record visual concepts; apply these findings for more detail and accuracy in drawing procedures.

Student Learning Outcomes

Grade VII

- Apply skill of observation:
 - Explore and observe keenly, Nature and surroundings for detail and in detail
 - Record impressions visually.
- Apply observation to improve accuracy and to enter detail in drawing procedures.
- Use observation to rectify own work and to comment on peers' work.

Benchmark 2: Synthesize observations into impressions through thoughts, ideas, feelings and meanings, and convey these creatively using drawing skills.

Student Learning Outcomes

Grade VI

- Use observation skills to combine lines, shapes and solids creatively to express ideas, feelings and thoughts.
- Observe the effects produced.
- Compare own work with that of peers.

Benchmark 3: Review and edit to improve drawings based on laid out criteria.

Student Learning Outcomes

Grade VII

- Finalize drawings and artwork:
 - Assess own drafts paying attention to detail using drafting techniques and procedures
 - Develop, rectify and refine work based on given criteria.

Domain 5: Communication and Exhibition

Standard 1: Communication: All students will use the requisite art vocabulary to express knowledge of Drawing and Art materials and techniques, and to respond to their own and peers' graphic impressions.

Benchmark I: Use appropriate extended art vocabulary related to materials, tools and techniques; communicate their ideas, feelings and impressions regarding their own and others' work.

Student Learning Outcomes

Grade VII

- Use with ease, appropriate vocabulary related to materials, techniques and methods.
- Understand the different responses to drawing and art work and relate these to the various purposes for creating it.
- Develop communicative ability to:
 - verbally describe concepts and processes
 - verbally express feelings and impressions
 - demonstrate skill of understanding of creating and responding
 - differentiate between critique and criticism
 - reflect upon characteristics of own drawings and art work
 - describe and compare characteristics of own art work with that of peers.

Domain 5: Communication and Exhibition

Standard 2: Exhibition: All students will be involved in the process and presentation of their final outputs.

Benchmark 1: Exhibit individually and in pairs, using allocated space efficiently and fairly, Drawing and Art work reflecting principles of composition.

Student Learning Outcomes

Grade VII

- Maintain a neat, titled and dated record/ portfolio of collection of sketches and finished work.
- Follow essentials of exhibition:
 - Preparation including appropriate and complementary bordering, framing/ mounting of exhibits using mostly recyclable materials and available materials.
 - Arrange using Principles of Composition.
 - Show knowledge of effect of light on exhibits and do placement accordingly.
 - Utilize allocated space/surface aesthetically for vertical and horizontal display of finished work.
 - Be fair in pair work exhibits.

Domain 6: Time Management Skills

Standard 1: All students will exhibit Task Time-management skills through completion of tasks in time.

Benchmark 1: Demonstrate improved skill of time management; allocate given time themselves to components of assignments in order to complete assignment in time.

Student Learning Outcomes

Grade VII

- Know time block for each assignment.
- Break assignments into components.
- Allocate and utilize approximate time for each component.
- Finish work in time.

Student Learning Outcomes

CLASS VIII

Domain1:Essentials of Drawing

Standard 1: All students will exhibit the required knowledge of, practical and safe use and application of materials, instruments and tools related to Drawing, Art and Craft.

Benchmark 1: Apply knowledge of, and show advanced proficiency in selecting, testing and using drawing materials; geometrical instruments and Art and craft materials and tools according to assignment.

Student Learning Outcomes

Grade VIII

Drawing materials and instruments:

Proficiently select, test and use Drawing materials and instruments according to assignment.

Art and Craft materials and tools:

Proficiently select, test and use Art and Craft materials and tools according to assignment.

Benchmark 2: Use and store materials safely and responsibly.

Student Learning Outcomes

Grade VIII

Recall and practise safe and responsible use and care of Drawing materials, Geometrical instruments, art and craft materials and tools.

Domain1: Essentials of Drawing

Standard 2: All students will demonstrate requisite proficiency in Freehand sketching.

Benchmark 1: Demonstrate ability to sketch freehand from Nature and surroundings, combination of objects and landscapes using knowledge of perspective. Demonstrate ability of using graphs to enlarge/reduce drawings so as to replicate them.

Student Learning Outcomes

Grade VIII

- Recall knowledge of freehand sketching.
- Observe landscapes in immediate/ extended surroundings.
- Sketch using knowledge of perspective and principles of composition.
- Edit own work, advise peers, as required.
- Draw simple graphs of different sizes using knowledge of graph drawing skills.(Refer to Math curriculum)
- Understand and apply methods of enlargement and reduction of scales; observe the effects of enlargement and reduction.
- Use graphs of enlarged /reduced measurements to enlarge/reduce given drawings.

Domain1: Essentials of Drawing**Standard 3:** All students will apply knowledge of, and demonstrate innovative use of Plane and Solid Geometry.**Benchmark 1:** Use knowledge of Planes and Solids. Apply knowledge of line-building skills to draw compound shapes freehand and by using geometrical instruments. Apply this skill innovatively to drawing and artwork.**Student Learning Outcomes****Grade VIII**

- Apply with proficiency knowledge of line acquired earlier to Drawings and sketches.

Benchmark 2: Draw freehand and with geometrical instruments, compound shapes from Nature and surroundings. Apply further knowledge and skill to make innovative and interesting designs and compositions; render according to choice.**Student Learning Outcomes****Grade VIII**

- Recall and review knowledge of shape acquired earlier.
- Understand concept of compound shapes.(Refer to Math Curriculum)
- Acquaint themselves with compound shapes present in Nature/surroundings.
- Collect from surroundings, and available print material, objects of the following compound shapes :
 - Quadrilaterals and their types; Square, Rhombus ,Parallelogram ,Rectangle and Kite
 - Polygons and their types; Pentagon, Hexagon, Octagon, Decagon etc.
- Observe similarities and difference in their shapes.
- Draw compound shapes in different sizes using geometrical instruments and freehand.
- Break compound shapes into simple shapes and vice versa.
- Combine shapes creatively to make innovative designs.
- Render designs using different colour combinations and medium of choice.
- Note the difference in effect produced.
- Compare their own work with that of peers; evaluate both.

Benchmark 3: Understand and apply basic rules of perspective as an advanced technique /method of 3D drawings of solids; draw solids freehand and with geometrical instruments. Render according to choice and compose innovatively.

Student Learning Outcomes
Grade VIII
<ul style="list-style-type: none">● Understand the term compound solids as combinations of simple solids.● Observe, identify and analyse compound solids in Nature, immediate and extended surroundings.● Study and develop ability to draw, compose and create compound solids using different combinations of simple solids.● Recall knowledge of basic solids and their 3D projections.● Understand Perspective as illusion by observing near and distant objects as they appear to the observer.● Observe visual difference in sizes and shapes of objects with change in position, distance and eye level of observer.● Apply this observation to draw solids.● Observe and compare own and peers' work for correct drawing of projections.

Domain 2: Supplement to Drawing

Standard 1: All students will apply knowledge of and demonstrate proficiency in using the Principles of Composition.

Benchmark I: Demonstrate knowledge of, and apply skillfully and effectively further principles of composition; movement, rhythm and illusion to drawing, art and craft work.

Student Learning Outcomes

Grade VIII

- Choose a simple landscape/view from immediate/ extended surroundings.
- Use process of selection and elimination to enhance drawing/sketch.
- Exhibit knowledge of division of space on paper; foreground, middle ground and background.
- Comprehend and use principles of composition: balance, emphasis, rhythm, harmony contrast, movement and illusion.
- Observe the effect produced.
- Compare their own work with that of peers; evaluate both.
- Edit own work, advise peers, as required.

Domain 2: Supplement to Drawing

Standard 2: All students will exhibit in their finished products, ability to render sketches, expressing individuality.

Benchmark 1: Render sketches with expanded skill and confidence, effectively using colouring techniques in a variety of mediums and creating shades and shadows using rubbing and merging.
Render using various mediums, sketches of landscapes to show a variety of textures.

Student Learning Outcomes

Grade VIII

Colour

- Recall and apply knowledge of colour and demonstrate skill of mixing of colours, application of colour and colouring techniques to drawings and sketches.

Light, Shade and Shadows

- Recall knowledge of effect of shade and shadows on objects and their drawings.
- Shade by controlling intensity of strokes and by rubbing or merging.
- Apply these techniques to drawings and sketches.

Texture

- Recall knowledge of texture learnt earlier.
- Apply with proficiency, knowledge of creating Texture using different mediums by exercising control of intensity and variety of strokes.

Domain 3: Application of Drawing

Standard 1: All students will replicate and innovatively create Art and Craft work using knowledge and skills of Drawing.

Benchmark I: Assemble innovative models on selected themes using available resource and indigenous materials. Design, make and use blocks for printing and transferring designs.

Student Learning Outcomes

Grade VIII

Block making

- Recall knowledge of stencil making and its uses.
- Use stencils to transfer designs on selected materials applying transferring techniques.
- Understand advanced use of stencils in real life.
- Show proficiency in Block making techniques using available natural and man made materials.
- Make blocks of selected designs applying block making techniques.
- Print designs on available surfaces using blocks and applying Block printing techniques.

Model assembling and Model Making

- Use cardboard cutouts to make 'hollow' models of solids using folding, unfolding techniques.
- Recall preparation of plastic modeling materials, clay, flour, plasticine.
- Create 'solid' models of solids using clay, flour, plasticine and available materials.
- Demonstrate ability to creatively arrange 'hollow and solid' models in different combinations.

Domain 4: Observation and Actualization

Standard 1: All students will record observation accurately; synthesize observation creatively and convey impressions through graphic expression.

Benchmark 1: Demonstrate refined skill of increased observation to organize and record visual concepts; apply these findings for more detail and accuracy in drawing procedures.

Student Learning Outcomes

Grade VIII

- Demonstrate and apply skill of increased observation:
 - Explore keenly.
 - Observe for detail and in detail.
 - Record observation visually.
 - Apply observation to improve accuracy and to enter detail in drawing procedures.
- Use observation to rectify own work and to comment on peers' work.

Benchmark 2: Synthesize observations into impressions through thoughts, ideas, feelings and meanings, and convey these creatively using drawing skills.

Student Learning Outcomes

Grade VI

- Use skill of increased observation to combine lines, shapes and solids creatively.
- Apply symbolic meanings of lines, shapes and solids to express ideas, feelings and thoughts.
- Observe the effects produced.
- Compare own work with that of peers. Evaluate both.

Benchmark 3: Review and edit to improve drawings based on laid out criteria

Student Learning Outcomes

Grade VIII

- Finalize drawing and art work:
 - Assess own drafts paying attention to detail using drafting techniques and procedures.
 - Rectify and refine work based on given criteria.

Domain 5: Communication and Exhibition

Standard 1: Communication: All students will use the requisite art vocabulary to express knowledge of Drawing and Art materials and techniques, and to respond to their own and peers' graphic impressions.

Benchmark I: Use an expanded range of art vocabulary related to materials, tools and techniques, and to communicate their ideas, feelings and impressions regarding their own and others' work.

Student Learning Outcomes

Grade VIII

- Use with ease, appropriate extended grade level vocabulary related to materials, techniques and methods.
- Understand that personal experiences and impressions influence development of art work.
- Demonstrate communicative ability to:
 - verbally describe concepts and processes
 - verbally express feelings and impressions
 - demonstrate skill of understanding of creating and responding
 - differentiate between critique and criticism
 - reflect upon characteristics of own drawings and art work
 - describe and compare characteristics of own art work to that of peers
 - suggest improvement using acquired knowledge and developed skill of application.

Domain 5: Communication and Exhibition

Standard 2: Exhibition: All students will be involved in the process and presentation of their final outputs.

Benchmark 1: Exhibit individually and in groups using allocated space efficiently and fairly, Drawing and Art work reflecting principles of composition.

Student Learning Outcomes

Grade VIII

- Maintain a neat, titled and dated record/ portfolio of collection of sketches and finished work.
- Follow essentials of exhibition:
 - Preparation including appropriate and complementary bordering, framing/ mounting of exhibits using mostly recyclable materials and available materials.
 - Arrange using Principles of Composition.
 - Show ability of proper formatting, placement, and sequence according to effect of light at time of exhibition.
 - Utilize allocated space/surface aesthetically for vertical and horizontal display of finished work
 - Be fair in group work exhibits.

Domain 6: Time Management Skills

Standard 1: All students will exhibit Task Time-management skills through completion of tasks in time.

Benchmark I: Allocate and manage time themselves to complete assignments in time.

Student Learning Outcomes

Grade VIII

- Recall and utilize time allocation skills.
- Demonstrate ability to finish work in time.

Section 4: Classroom Methodology

4.1: Essentials of Classroom Methodology

It is important to recognize that Drawing is a means of expression; hence, its instruction is different from that of other subjects. The methodology needs to focus mainly on providing guidance to students and to encourage free expression of their natural talent. Providing a secure environment where students are motivated to be active learners by having first hand experience will instil in them, a sense of taking responsibility of their own learning. Students should not be pushed to absorb and rote learn facts and figures of this subject; rather, they should be encouraged to increase their desire to learn by allowing them the process of learning by doing. Some essentials of teaching methodology regarding Drawing are given below:

- For effective learning of drawing skills, teachers must create a student- friendly class room environment where students are encouraged to come up with and respond to interesting and original ideas, with enthusiasm.
- Students' natural sense of curiosity and wonder should be encouraged. Discovering through the power of observation and enhancing and polishing through ability of invention and expression will immensely develop their skills of perception, memory for detail and ease of physical coordination. This will further lead them to the path of becoming independent learners.
- Being an activity based subject, emphasis on interaction with Nature and surroundings should be encouraged.
- All Drawing activities should focus on the given SLOs. An integrated approach towards all the domains should be adopted.
- Students should be encouraged to produce their own work instead of copying from Art books and other resources. This would show their understanding of and ability to conceptualize observation into creative graphic expression.
- A lot of interactive discussion with teacher and peers should be encouraged; this will enhance students' capacity to use grade appropriate Art vocabulary, and will polish their communicative capabilities and critical faculties.
- The assignments should be so designed that the students can complete them in standard allocated time; however, it should be recognized that the proficiency level and the needed time of a student is different from that of a teacher.
- It is essential that every assignment is appropriately divided into simple steps/ activities and that time is allotted for each. Make sure that this division is realistic and is followed diligently.
- Errors should be considered as steps towards learning. Teachers should encourage and help /aid students to identify their own errors and provide remedies as well. Overcritical approach will cut off communication and will hamper future learning.

Teachers should calculate the number of instructional hours available and accordingly, devise activities ensuring that these can be accomplished in the allotted time.

The overview of each week's lessons should be considered and the lesson plan prepared carefully. It should be based on the required skills, variety of activities and methodology involved, teachers' supplementary materials and any assessment to check student progress of the given SLOs and the teacher's own assessment of having met the SLOs.

Please note that all skills identified in the domains are holistic acts and are to be taught separately or are to be integrated according to need and purpose.

4.2: Instructional Strategies

Some strategies given below are to help the teacher meet the SLOs:

Define (introduce, explain, show, demonstrate).

Make sure that meaning, use and application of every new term, instrument, technique or skill is fully explained to the student, Collect/prepare relevant materials from immediate and extended surroundings if students are unable to do so. Select vocabulary and example keeping in view the cultural context.

Identify (familiarise)

Allow and instruct students regarding proper method of handling and using instruments and mediums. This will develop in them, confidence and the required skills. Also teach them precautions to avoid mishandling, damage and wastage.

Draw (technique or method)

Teach proper techniques by demonstration and by giving examples from immediate and extended surroundings. Promote practice of techniques and their application.

Interactive and participatory techniques

Students should be encouraged to learn through innovative assignments. Provide interesting and relevant themes. Involve students in choosing objects, mediums and colours. Make it an enjoyable activity by outdoor observation trips, making and comparing notes, and pair work or team work projects; where ever possible, arrange school bazaars to sell art and craftwork.

Show, use and ask the use or ask to use.

Practice using a variety of assignments to make a sound base for application of these techniques. Acquaint the students with local crafts so that they learn skills and are able to demonstrate application of their learning.

Relate to context.

Activities and projects must relate to the requisite SLOs, using the surroundings and experiences of students. Avoid alien and abstract reference.

Practice of skills.

Students should be encouraged to practice skills in a variety of exercises and applications.

Display, explain and reflect.

Students' work should be exhibited and used for decorating their own class room and the school. Students should be encouraged to compare their own and peers' work.

Portfolio

Assignments/projects should be designed in such a way that the record for the whole term can be kept conveniently in a box or a portfolio. Dates and sequence is of utmost importance as it will help mark the progress and show the inclination toward specific skills. This helps in counselling students in areas that require improvement.

Album (optional)

The best work may be kept in an album to serve as a treasure to be used for future reference and also as introduction for apprenticeship or for selection of subjects such as Art and Model Drawing and Fine Arts in higher classes.

Workbook/worksheets

These can be prepared and used for practicing and examining required skills.

4.3: Supplementary Material

It is important that teachers of Drawing are made familiar with techniques of making, designing or providing supplementary materials/activities that effectively complement the textbook; how ever, care must be taken that these are accommodated within the allotted time.

Teachers can use innovative strategies to introduce supplementary materials in their Drawing classes. Nature and man-made environment provides plenty of effective no cost, low cost materials that can be used for composition, craft and model making. Students own observations and ideas should be encouraged and used in enriching the teacher's supplementary resource.

4.4: No Cost, Low Cost Materials

Some low cost, no materials that can be used or recycled are listed below:

Nature: Wood, leaves, plants, resin, animals, pebbles and stones, clay, sand, charcoal, harmless minerals.

Man made: Powder colours, pieces of useless cloth, local craft and pottery, useless things/clutter lying around the house, waste paper, glass and plastic waste products.

This list is not exhaustive. Teachers can add or use locally available low cost, no cost materials.

Section 5: Assessment

Assessment is where a learner shows what he/she knows, understands or can do, and his /her attainments are measured against criteria and/ or against other norms. Assessment is closely related to teaching in terms of finding out what knowledge, skills and attitudes the students have acquired through the teaching process.

The primary purpose of all assessment is to improve the teaching- learning and assessing by providing feedback to both students and teachers.

In this document, the criteria are clearly laid out in the student learning outcomes, benchmarks and standards. The Assessment of Drawing is a multi- faceted process; accordingly, evaluation should be based more on students' work and less on their theoretical knowledge. Students should be assessed, informally and formally throughout the year on their skills, creativity and communicability, and production of their Drawing and Art and Craft work.

5.1: Assessment forms

The recommended forms of assessment are:

5.1.1. Periodic/Formative Assessment: It is an ongoing process throughout the academic session which helps learners to learn better as errors and mistakes are identified, realized and rectified; it also gives the teacher information about his/her own teaching. Periodic/Formative Assessment includes observation, diagnosis, consolidation, and follow-up assessment in form of test assignments, quizzes, self and peer assessment, group discussions and teacher observation. It helps the teacher to assess students' performance and learning in relation to course objectives, and also to improve his/her own teaching accordingly. To maximize improvement, the teacher must provide feedback to the students on a regular basis.

5.1.2. End- of Term/Formative Assessment: It is a formal, structured infrequent measure of learners' achievement traditionally through an end of academic session examination and it determines a student's promotion to a higher grade. It does not provide the students' any opportunity to rectify errors and does not help in the learning process, nor does it provide awareness to teachers about their teaching methodology. It is recommended that the same variety of tools should be used for both types of assessment.

5.2: Scheme of Assessment

To assess skills, we should use both portfolio assessment and the end-of-year final exam. At least two different practical tasks should be given in the final exam. The portfolio should be developed over the entire academic session; it is suggested that the portfolio be graded out of 25 marks. The portfolio marks will be added to the marks of the final exam for calculating the total marks out of 75.

As Drawing is practical and creative work, a single piece of drawing cannot assess the required standards and benchmarks. Hence, it is necessary that students' work is evaluated for assignments on an ongoing basis and progress is graded. This grade is added to the final evaluation at the end of the year. It is also important for the students to be able to critique a work of art for example, peer's work. This includes his/her ability to express and justify an opinion suitable to the age and the capacity of the student to judge the work (e.g. techniques and graphic expressions) using his current level of knowledge and skills (see D5, S1).

Assessment of imagination is difficult, so care should be taken in marking for creativity both in portfolio assessment and in the final exam.

The teacher should give formative feedback in the portfolio through a critique, in the form of simple remarks, to show student's progress in each domain. However, only the final critique in each domain will be graded. It is important that the assessment of a critique should be aligned with the SLOs of each grade level being realized at the time of the assignment.

5.3: Criteria for Assessment

5.3.1. Suggested criteria for final exam

Art teachers and students must know and also practise the given criteria for ongoing class work, class assessment and formative assessment.

Suggested criteria for portfolio assessment

- Assignment comprehension: Work within assigned parameters, understanding the specific skill or area e.g. sketching, rendering, craft such as model-making.
- Individuality of expression as demonstrated in the task/assignment without reference to any known work (copied work).
- Demonstration of extent of involvement in the work assigned inside and outside the classroom.
- Level of experimentation with media, imagery and material.
- Observation skills and ability to synthesize observation into graphic expressions along with the degree of accuracy and detail required.

It is to be noted that the above criteria refers to student 'work at the time of the assignment.

5.3.2. Making scoring Rubrics (a checklist with criteria and points)

Carefully planned marking schemes and focussed rubrics guide assessors towards objective marking, help in reducing subjectivity and ensure accurate professional judgement. Scoring rubrics consist of performance criteria and a way to rate them.

Table 5.1: Sample rubric for marking Portfolio, Exhibition and Communication Skills

A sample Rubric for marking portfolio, exhibiting Art and Craft work and Communication skills is given below

S. No	Performance Criteria	Marks 25
1	Sketch book contents Appropriate and skilful use of tools such as drawing and geometrical instruments	4
2	Effective and skilful application of Techniques; sketching, composing, rendering (4
3	Observation skills (accuracy in/of detail; creativity and graphical expression)	5
4	Exhibition Display and presentation of Art and Craft	5
5	Neatness of Portfolio and Crafts	3
6	Communication Skilful verbal use of Art Vocabulary	4
	Total	25

Table 5.2: Sample rubric for marking a single Assignment

A sample rubric below provides criteria to judge the overall quality of the students' work in the final examination.

This rubric samples only one assignment. For each of the given assignments, teachers and assessors can use the given percentage criteria and convert it into marks. Moreover, the percentage for each area of the performance criteria is to be split for pre-determined specific areas of achievement for that particular assignment.

S. No	Performance Criteria	Marks 50	Percentage
1	Appropriate and skilful use of mediums ,materials and tools	5	10%
2	Sketching/drawing (line work, method, accuracy and detail) using Observation skills	25	50%
3	Effective and skilful use of composing and rendering Techniques	15	30%
5	Neatness	5	10%
	Total	50	100%

All the aspects of Drawing will be assessed according to the SLOs for each grade.

Teachers can make their own rubrics following the ones given above according to the specific needs of Formative assessment. The rubrics should preferably be shared with the students before they begin a task. It is suggested that these assessment criteria be used by the teacher throughout the year and shared with the students to enhance their analytical abilities for self and peer-assessment for improvement and critique.

Section 6: Guidelines for Selection and Development of Textbook / Materials Writing

6.1 Purpose of the guidelines

A textbook remains one of the most extensively used resources in Pakistani classrooms as learning materials are not easily available in some teaching-learning contexts. It is, therefore, important to improve both the quality of content and presentation of text books in order to support the successful implementation of the present curriculum.

The main purpose of these guidelines is:

- a) To provide sufficient knowledge of the basic steps involved in designing innovative learning materials.
- b) To help develop an insight into writing relevant and contextually appropriate textbooks and developing teacher's guides, keeping in mind the learning objectives, the assessment procedures specified in the present curriculum document.

These guidelines will also be helpful to teachers and reviewers in assessing the educational value of different learning materials/textbooks.

6.2 Process of Textbook Development

Writing a good textbook requires an insight into the teaching / learning situation, the specific learning objectives of a grade at a particular developmental level, and the tools for formative and summative evaluation. Moreover, sustained practice is required to plan and develop textbooks that provide sufficient and appropriate input and practice activities to students.

Criteria, therefore, needs to be set not only for the production of quality material design and development, but also for the textbook writers. The textbook writers must

- a) be able to develop a variety of well-structured, skills-balanced material that caters for a complete developmental level and not for a single grade only;
- b) have the requisite background, experience and expertise in Drawing and Art teaching and materials writing (a bio-data of the authors' background, experience, and expertise should be provided at the end of the textbook.)

It is to be noted that textbook will not be the only resource used for assessment. In fact, a textbook will be a contributing resource for acquisition of the SLOs given in this document. Although it is not desirable to have rigid rules for textbook development, it is necessary that textbook writers develop a common framework to serve as a reference point. This can be done through the stages described below:

6.2.1 Stages of Textbook Development

- Textbook development involves at least five stages:
- Planning
- Materials writing
- Editing
- Review
- Pilot testing and Revision

Planning

Planning is necessary for writing quality materials. Therefore, maximum time should be spent on the planning stage.

In the planning stage:

General

- Consider the number of periods (class hours) in an academic year allocated to the teaching of Drawing.
- Read carefully the curriculum document to familiarize yourself with the domains and standards for development of skills required for Drawing. Review the benchmarks for the specific grade level for which the textbooks are to be written.
- Review SLOs for each grade level within the given developmental stage.
- Identify learning outcomes for each unit of the textbook.
- Decide on the key ideas, skills, and sub-skills, etc of a domain to be included in each unit.
- Decide the weighting to be given to different skills within each unit.
- Organize the key, skills, sub-skills, etc.
- Decide kind of activities appropriate for age level and SLOs of that particular grade.
- Ensure to build in flexibility and adaptability; the textbook should be suitable for rural and urban settings, existing circumstances, materials and modes of expression.
- Ensure that the language, contents of the textbook are comprehensible to students and teachers, and other stakeholders.
- Plan on a detailed page of contents.

Specific

- Include relevant information to introduce each domain using high quality graphics and images, ensuring their relevance with the text e.g. how to exploit the pencil as a flexible and useful tool in drawing; how to compose a good sketch; how to render light, shade, depth and distance.
- Avoid an overload of theoretical information; instead use practical activities as these are a better way of realizing the targets of the SLOs.
- Use symbols, figures, drawings, sketches, i.e. line language that is relevant to the subject as well as the cultural context of the students.
- Include instructions that the textbook illustrations should not be copied as assignments.
- The book should be written as a guidance manual. It should have a professional look with a developed format.
- The textbook should be organized for integrated vertical and horizontal learning.

Materials writing

In the material writing stage:

- Consider ways in which drawing contributes to contemporary daily life.
- Ensure that the language and contents of the book is comprehensible to students, teachers and other stakeholders.

Language

- Use simple language and avoid unnecessary words.
- Ensure vocabulary is relevant to the subject of Drawing and also has links with local and cultural context.

- Induct requisite vocabulary as required to avoid an overload of vocabulary items; it should progress along with progressive build up of knowledge and skills.
- Use descriptive language; it helps the students visualize and understand the meaning of the text.

Contents

- Select content in relation to the age/grade level and interests of the students.
- Organize and layer contents for vertical and horizontal learning and for integration of domains.
- Use short precise descriptions with suitable supporting real life and contextual examples.
- Mode of expression of content should be suitable for urban and rural settings and according to existing circumstances.
- Develop activities on selected skills, sub-skills; ensure the activities a) are in line with the SLOs for a particular grade; b) provide sufficient independent and integrated practice of skills.
- Include activities that generate practical application and experience.
- Concepts and activities should progress in realistic order from simple to complex. Promote recalling initial knowledge to support and elaborate complexity of advanced levels.
- Aim at developing observation skills through content.
- Promote self learning and critical analysis through tasks and activities in order to make students understand the value of critical judgment of a work of art.
- Include sufficient review exercises.
- Include relevant information to introduce each domain using high quality graphics and images, ensuring their relevance with the text e.g. how to exploit the pencil as a flexible and useful tool in drawing; how to compose a good sketch; how to render light , shade, depth and distance.
- Avoid an overload of theoretical information; instead use practical activities as these are a better way of realizing the targets of the SLOs.
- Use symbols figures, drawings, sketches, i.e. line language that is relevant to the subject as well as the cultural context of the students.
- For textbook illustrations, decide which illustrations are to be used, and prepare an art brief with instructions for the illustrator and designer.
- Time management is of essential importance, design the assignments and chapters in such away that they fit the time and justify the marks allotted to the subject.
- Provide a vocabulary index with its meanings at the end the book.
- Write a summary of the knowledge and skills focused on in the unit, and rules (if any) at end of each unit.
- Provide a progress test with a focus on one or more skills taught after two or three units to assess the SLOs focused upon in these units.

Important

- The book should be written as a guidance manual.
- The textbook should be organized for integrated vertical and horizontal learning.
- It should have a professional look with a well developed format and contents page.

Editing

In the Editing stage, ensure

- Clarity of instructions, illustrations, captions etc.

- Format of each unit (level headings).
- Mechanics such as grammar and spelling.

Peer Review: Self Review and Peer Review

This stage is necessary to ensure

- Accuracy and authenticity of facts.
- Relevance to SLOs.
- Appropriateness to Pakistani teaching / learning environment.
- Variety and appropriateness of activities.
- Sufficient review activities / exercises.

Pilot Testing and Revision

In this stage

- Give the materials to selected teachers for trialing in their classrooms.
- Revise the materials according to feedback received from the teachers.

6.3 Process of Development of a Teachers' Guide

Teachers' Guide serves to educate teachers and could be seen as a means of helping teachers develop professionally. Therefore, all textbooks should be accompanied by a Teachers' Guide aimed at informing teachers as to best use it to facilitate student learning. For example, the Teachers' Guide should provide detailed explanation of key concepts, ways to teach a particular topic and further examples that could be given to facilitate learning.

6.3.1 Basic functions of Teachers' Guide

Teachers' Guide should be easy to understand and use. It must be based on accompanying textbook skills, knowledge, and strategies for teacher, grouped according to unit, and sequenced to correspond with the text.

Teachers' Guide should:

- Expand and develop teacher's repertoire of knowledge and skills.
- Help a teacher teach text, and extend activities by keeping contextual realities in view.
- Provide various teaching strategies and rationale for suggested teaching.
- Familiarize teachers with various assessment strategies.
- Provide additional teaching-learning resources e.g. photocopiable material that teachers can use in their classrooms.
- Contain information sources for teachers' ongoing professional development.
- Provide extended activities and show how to conduct them.

6.3.2 Stages of Teachers' Guide Development

A Teachers' Guide should have the following components:

- Title
- Introduction
- Overview of SLOs
- Detailed instructions regarding methodology, learning activities, and assessment procedures
- Further reading material.

Planning

- Identify teaching strategies appropriate to context of teaching and learning, according to textbook, and rationale for each strategy.

- Identify which teaching strategies are suitable for teaching knowledge, skills, and dispositions in each unit.
- Identify what extended activities students could do with teacher's help to develop target knowledge, skills and dispositions.
- Identify resources needed for teaching strategies and extension activities.
- Identify sources of information that teachers can use to develop their content and pedagogical knowledge and skills.
- Identify gaps in resources or strategies that will need to be developed or explained.
- Identify assessment strategies that require further explanation for effective use by the teachers.

Writing

- Address the teacher(s).
- In introduction, give general philosophy of the curriculum.
- Give brief overview of structure of the textbook and various units; also include skill focus and main teaching points for each unit.
- State SLOs for each unit.
- Write each unit sequence corresponding to textbook for ease of cross-referencing.
- Identify constraints and strengths of each strategy or activity, especially if these are likely to be new for teachers.
- Explain how to implement each instructional strategy, adding resources or sources of information, as needed.
- Explain each assessment strategy (strengths, weaknesses, procedures for implementation) and give examples of questions, tests.
- Explain how and where teachers can develop low-cost or no-cost resources.
- Decide where illustrations are needed, and prepare brief for illustrator.
- Recommend additional reading material for teachers.

Editing

- Check guide is error-free.
- Check that steps for each strategy / activity are easily understood.

Piloting and Revision

- Ask teachers to use the guide for teaching the textbook.
- Revise according to feedback from teachers.

6.4 Checklist for Textbook Writers, Teachers and Reviewers

The following questions can help in reviewing the quality of textbooks:

1. Is the textbook material related to the goals of the curriculum?
2. Is a Teachers' Guide included?
3. Layout
 - a) Is it attractive, appealing and user friendly?
 - b) Is it colourful and affordable?
 - c) Does it have adequate page size, line spacing, font size, title and sub- titles?
 - d) Does it use consistent format throughout in language, content and activities?
4. Does it have
 - a) an introduction explaining how to use the textbook?
 - b) detailed content page?
 - c) glossary / vocabulary index / appendices?

5. Do the illustrations (maps, pictures, drawings, graphs) help us to understand the content better?
6. Are there suggestions for
 - a) further reading in the area?
 - b) websites for further information?
7. Content
 - a) Is the content accurate, authentic and up to date?
 - b) Is the content culturally and contextually relevant?
 - c) Is the content relevant to the needs, age and level of understanding of the students?
 - d) Is the content suitable for the skills it is supposed to develop?
 - e) Is the language readable, understandable, and easy to follow? Appropriate for the students who will use it?
8. Language
 - a) Is the language used easily comprehensible for teachers and students?
 - b) Are the instructions for tasks and activities clear?
9. Methodology
 - a) Do the activities / exercises encourage students to
 - Think critically
 - develop and integrate a range of skills and techniques
 - be creative?
 - b) Are activities
 - suitable for the needs of the learner?
 - such that they ensure student participation in real life issues?
10. Assessment
 - a) Is a variety of assessment strategies suggested and used in progress tests?
 - b) Are criteria for evaluation suggested and/or discussed in the teacher's manual?
11. Review and Revision
 - 1) Is there a built-in review system?
 - 2) Is the review system sufficient to develop an awareness of what is learnt?
 - 3) Are the review activities effective to recall and check previous learning?
 - 4) Do the review exercises engage students to develop their creativity and engage them in higher order thinking?
 - 5) Is the review system adequate to prepare for terminal tests?
 - 6) Are there samples for tests and exams after a few units?
1. Do the text, questions and suggested activities allow the students to relate and/or apply the knowledge and skills gained to real life?
2. Any other e.g. Appropriateness for use in both urban and rural settings?

Section 7: Teacher Training

For the present curriculum to be implemented successfully, it is important that both pre-service and in-service teacher training programs, should aim at familiarizing the teachers with the new curriculum, and training them for its implementation at classroom level in varied teaching and learning contexts. The overall objective of teacher training programs should be to develop critically aware “self directed”, reflective and analytical teachers who do not merely passively teach a text book but are willing to adapt and supplement the existing material with their own teaching materials and classroom activities. However, short in-service teacher training programs need to be conducted with the aim of enabling teachers to understand and teach the new curriculum using prescribed textbooks and handling supplementary materials. Similarly, longer teacher education programs at the Diploma and Bachelor’s level should also focus on introducing the teachers to the new curriculum and its underlying philosophy, principles, related methodology and assessment procedures.

Drawing is a ‘language’ for expressing ideas, thoughts and feelings. This requires a slightly different approach than the one used for teaching of other subject. Drawing teachers, on their part, should be willing to improve their basic knowledge of techniques and principles of composition and design. More important, they need to go through an attitudinal change. In particular, the teachers need to understand that *Drawing is not about copying illustrations from textbooks*. Instead, the role of the teacher and the textbook is to support the learners in developing the requisite skills and techniques for sketching and composition such as the use of pencil for variety of strokes and ways of creating depth, distance etc. This requires the teacher to build an in-depth understanding of stages in composing a final piece of art. Also, the teachers need to realize that opportunities need to be provided to the students for developing their individual expression and creativity. The natural observation skills of children need to be developed, particularly in rural settings where the children are in constant touch with the varied colours and patterns of nature. Using the abundant natural resources available in the rural environment, in particular, would help bridge the gap between classroom learning and students’ real lives.

Acknowledgements

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