

National Curriculum of Pakistan
2022-23

ART, MODEL DRAWING & FINE ARTS

Grades 1-12



NATIONAL CURRICULUM COUNCIL SECRETARIAT
MINISTRY OF FEDERAL EDUCATION AND
PROFESSIONAL TRAINING, ISLAMABAD
GOVERNMENT OF PAKISTAN

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It is with great pride that we, at the National Curriculum Council Secretariat, present the first core curriculum in Pakistan's 75-year history. Consistent with the right to education guaranteed by Article 25-A of our Constitution, the National Curriculum of Pakistan (2022-23) aspires to equip every child with the necessary tools required to thrive in and adapt to an ever-evolving globalized world.

The National Curriculum is in line with international benchmarks, yet sensitive to the economic, religious, and social needs of young scholars across Pakistan. As such, the National Curriculum aims to shift classroom instruction from rote learning to concept-based learning.

Concept-based learning permeates all aspects of the National Curriculum, aligning textbooks, teaching, classroom practice, and assessments to ensure compliance with contemplated student learning outcomes. Drawing on a rich tapestry of critical thinking exercises, students will acquire the confidence to embark on a journey of lifelong learning. They will further be able to acknowledge their weaknesses and develop an eagerness to build upon their strengths.

The National Curriculum was developed through a nationwide consultative process involving a wide range of stakeholders, including curriculum experts from the public, private, and non-governmental sectors. Representatives from provincial education departments, textbook boards, assessment departments, teacher training departments, *deeni madaris*, public and private publishers, private schools, and private school associations all contributed their expertise to ensure that the National Curriculum could meet the needs of all Pakistani students.

The experiences and collective wisdom of these diverse stakeholders enrich the National Curriculum, fostering the core, nation-building values of inclusion, harmony, and peace, making the National Curriculum truly representative of our nation's educational aspirations and diversity.

I take this opportunity to thank all stakeholders, including students, teachers, and parents who contributed to developing the National Curriculum of Pakistan (2022-23)

Dr. Mariam Chughtai

Director

National Curriculum Council Secretariat

Ministry of Federal Education and Professional Training

Note: The progression grid for Art, Model Drawing & Fine Arts is organised from Grade 1-8, 9-10 and 11-12 respectively.

Art, Model Drawing & Fine Arts Grades Progression Grid 1-12

Domain A: Elements of Art - Elements of art are the basic visual components of any art work. Without elements of art none of the artworks can be produced. Each artwork that is produced by an artist must have a few of the elements in them.

Standard A: Develop the importance of the use of elements of art by observing and practising them in their art works according to the grade level such as lines, shapes, forms, texture, value, colour, space.

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Benchmark I: Students will be able to: -Identify different types of lines, shapes, textures and colors. -Use various lines, shapes, textures and colors in their artworks			Benchmark I: Students will be able to: -Identify all seven elements of art: line, shape, form, texture, color, value and space -Describe the role of all seven elements of art in order to produce art -Use of all seven elements of art in developing the artwork		Benchmark I: Students will be able to: -Design the original piece of art by using all seven elements of art		
Student Learning Outcomes							

Note: The progression grid for Art, Model Drawing & Fine Arts is organised from Grade 1-8, 9-10 and 11-12 respectively.

Students will be able to: Line [SLO:ART-01-A-01]: Define line [SLO:ART-01-A-02]: Identify at least any three types of lines [SLO:ART-01-A-03]: Create a drawing by using lines	Students will be able to: Line [SLO:ART-02-A-01]: Recognize the importance of line in the formation of art	Students will be able to: Line [SLO:ART-03-A-01]: Identify at least six types of lines [SLO:ART-03-A-02]: Create a drawing and painting by using lines	Students will be able to: Line [SLO:ART-04-A-01]: Identify all types of lines [SLO:ART-04-A-02]: Describe the role of line in the formation of art [SLO:ART-04-A-03]: Design an art work by using at least 6 different types of lines	Students will be able to: Line [SLO:ART-05-A-01]: Explore lines in unconventional form of art	Students will be able to: Line [SLO:ART-06-A-01]: Use different types of lines in unconventional mediums to produce an artwork		
Shape [SLO:ART-01-A-04]:	Shape [SLO:ART-02-A-02]:	Shape [SLO:ART-03-A-03]:	Shape [SLO:ART-04-A-04]:	Shape [SLO:ART-05-A-02]:	Shape [SLO:ART-06-A-02]:	Shape [SLO:ART-07-A-01]:	

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Define shape [SLO:ART-01-A-05]: Recognize how geometric shapes are formed [SLO:ART-01-A-06]: Identify at least any four basic geometric shapes [SLO:ART-01-A-07]: Create a drawing by using geometric shapes	Recognize the importance of shapes in the formation of art	Identify at least six types of geometric shapes [SLO:ART-03-A-04]: Create a drawing and painting by using geometric shapes	Define and identify organic and geometric shapes and the difference between them [SLO:ART-04-A-05]: Create a drawing and painting by using both organic and geometric shapes	Explore shapes in unconventional form of art	Use different types of organic and geometric shapes in unconventional mediums to produce an artwork	Produce a 3D art by using geometric and organic shapes	
			Form		Form		Form

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			[SLO:ART-04-A-06]: Define form [SLO:ART-04-A-07]: Identify how forms are created [SLO:ART-04-A-08]: Draw at least four forms		[SLO:ART-06-A-03]: Recognize the importance of form in art [SLO:ART-06-A-04]: Recognize various forms and the differences between them [SLO:ART-06-A-05]: Design an art by using various types of forms		[SLO:ART-08-A-01]: Produce forms by using unconventional mediums
Texture [SLO:ART-01-A-08]: Define texture			Texture [SLO:ART-04-A-09]: Create a complex piece		Texture [SLO:ART-06-A-06]: Produce textures		

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[SLO:ART-01-A-09]: Explore and recognize different types of textures [SLO:ART-01-A-10]: Create an artwork by using textures Eg: printing			of art using textures		through drawing		
Color [SLO:ART-01-A-11]: Identify primary colors [SLO:ART-01-A-12]		Color [SLO:ART-03-A-05]: Identify secondary colors [SLO:ART-03-A-06]:	Color [SLO:ART-04-A-10]: Identify color wheel [SLO:ART-04-A-11]:	Color [SLO:ART-05-A-03]: Identify the importance of colors in the production of art	Color [SLO:ART-06-A-07]: Describe color theory [SLO:ART-06-A-08]: Create an art		Color [SLO:ART-08-A-02]: Create an original and complex work of art by using various colors

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Define primary colors [SLO:ART-01-A-13]: Use primary colors to produce art		Define secondary colors [SLO:ART-03-A-07]: Describe the difference between primary and secondary colors [SLO:ART-03-A-08]: Explore color mixing and produce secondary colors by using primary colors only	Identify tertiary colors [SLO:ART-04-A-12]: Identify warm and cool colors [SLO:ART-04-A-13]: Define tertiary colors [SLO:ART-04-A-14]: Describe the difference between primary, secondary and tertiary colors [SLO:ART-04-A-15]: Describe the difference		by using unconventional form of art in accordance to the colors		
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			between warm and cool colors [SLO:ART-04-A-16]: Explore color mixing and produce tertiary colors by using secondary colors [SLO:ART-04-A-17]: Produce art by using warm and cool colors				
			Space [SLO:ART-04-A-18]: Define space [SLO:ART-04-A-19]:		Space [SLO:ART-06-A-09]: Recognize the importance of space in art		Space [SLO:ART-08-A-03]: Define one point perspective

Note: The progression grid for Art, Model Drawing & Fine Arts is organised from Grade 1-8, 9-10 and 11-12 respectively.

			Identify positive and negative space and the difference between them SLO:ART-04-A-20 Produce art by using the concept of space				[SLO:ART-08-A-04]: Identify the difference between one and two point perspective [SLO:ART-08-A-05]: Demonstrate the concept of perspective drawing [SLO:ART-08-A-06]: Produce a one point perspective drawing
			Value [SLO:ART-04-A-21]: Define value	Value [SLO:ART-05-A-04]: Apply value	Value [SLO:ART-06-A-10]: Explore value		Value [SLO:ART-08-A-07]: Create 3D

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			[SLO:ART-04-A-22]: Identify the role of value in the production of art [SLO:ART-04-A-23]: Produce grey scale	in art production	by using various mediums		drawing by applying value
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Domain B: History of Art - While discussing the importance of art in the development of a society and culture, Burt (2020) stated that, “Art has a monumental impact on culture and society around the world. Throughout human existence, art has been an imperative tool in measuring cultural sophistication and recording history. Before language and the written word were developed, mankind shared their lives and stories through art, leaving behind cultural artifacts and constructions still existing today — Stonehenge, the Greek Parthenon, Roman Colosseum, St. Peter’s Basilica and more. It is through a culture’s art that society gains a deeper insight into the history of said culture” (para. 7). Here, it shows how important art has been since the very beginning that was not only used for the mode of expression but also to create an influence on society.

Moreover, art has changed the narrative of things on many levels like culture, customs and traditions through different art movements. “Traditionally, art history has sought to neatly categorize a multitude of overlapping movements and styles, geography and epochs— Impressionism, Antiquity, Romanticism, Realism, and the Middle Ages, to name just a few. Borders, however, are frequently fluid, artists often itinerant and occasionally anonymous” (as cited in Joslyn, 2020, para. 3).

Note: The progression grid for Art, Model Drawing & Fine Arts is organised from Grade 1-8, 9-10 and 11-12 respectively.

Standard II: All students will be able to gain the knowledge of different aspects of history of art and the differences between various art movements according to the grade level.

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
			Benchmark I: Students will be able to: -Define the art movements,periods and their differences -Identify various art movements and art periods -Explore the relevant art movements and art movements -Develop the respect and appreciation for all kinds of art forms, genres, periods and movements. -Produce original artworks inspired by the taught art movements	Benchmark I: Students will be able to: -Explore the origin of different genres of art. -Explore Pakistani art history			
Student Learning Outcomes							

Note: The progression grid for Art, Model Drawing & Fine Arts is organised from Grade 1-8, 9-10 and 11-12 respectively.

			Students will be able to: [SLO:ART-04-B-01]: Identify the work style of the taught art movement and period [SLO:ART-04-B-02]: Explore the techniques used in the relevant art movement and period [SLO:ART-04-B-03]: Recognize the role of the art movement in the art history and period		Students will be able to: [SLO:ART-06-B-01]: Identify the influence of culture on art in the history [SLO:ART-06-B-02]: Create their own version of any iconic art artwork from the history	Students will be able to: [SLO:ART-07-B-01]: Explore and discuss the causes of evolution of art throughout history	Students will be able to: [SLO:ART-08-B-01]: Identify the origin of Pakistani art
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Note: The progression grid for Art, Model Drawing & Fine Arts is organised from Grade 1-8, 9-10 and 11-12 respectively.

			[SLO:ART-04-B-04]: Produce an artwork inspired by the taught art movement and period				
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Note: The progression grid for Art, Model Drawing & Fine Arts is organised from Grade 1-8, 9-10 and 11-12 respectively.

Domain C: Discovering Artists - The way art helps develop the understanding and reflecting on the society and culture of any place, similarly, exploring the stories and life of the artists' can be a meaningful way of discovering about the thought process of an artist and the influences while producing an artwork. Looking into the life of the artists will develop a great sense of motivation in students to create an original piece of art.

Standard III: All students will be able to identify the works of different artists around the world.

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Benchmark I: Students will be able to: -Identify the style of work of the artists -Recreate the work of the artists			Benchmark I: Students will be able to: -Recognize artist inspirations and its influence on their work. -Recognize the work of artists around the globe -Create their version of art inspired by the artists.		Benchmark I: Students will be able to: -Identify the role of artists in the development of culture -Explore the role of Pakistani artists in the UK and the differences amongst the style of work of various artists -Develop an original piece of art inspired by the artist		
Student Learning Outcomes							
Students will be able to: [SLO:ART-01-C-01]:			Students will be able to: [SLO:ART-04-C-01]:		Students will be able to: [SLO:ART-06-C-01]:	Students will be able to: [SLO:ART-07-C-01]:	

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Recognize the artists [SLO:ART-01-C-02]: Identify the important features of the work of artists. [SLO:ART-01-C-03]: Produce the replica of the work of the artist			Identify the art movement relevant to the artist work [SLO:ART-04-C-02]: Analyze and discuss the artist inspirations and its influence on their work [SLO:ART-04-C-03]: Develop their version of the selected artwork of the artist		Discuss the role of artists in society [SLO:ART-06-C-02]: Identify significant Pakistani artists and their contribution [SLO:ART-06-C-03]: Explore various mediums to develop an art inspired by the artist	Identify the differences between traditional and contemporary artist	
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Domain D: Cultural Art & Craft - Every culture is different from one another and that is what makes them unique in their own way. Cultural art involves the different forms of art that represent the beliefs, customs, buildings, and rituals of any culture. Learning about cultural art develops better understanding and respect for other cultures, civilization, their customs and beliefs and foster the acceptance and inclusivity amongst each other.

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In addition to that, it is important for us to also inculcate the importance and understanding of the Pakistani culture that is rich and diverse in its own way. One salient characteristic of cultural art resides in its meticulous craftsmanship. This is particularly evident in the rich tapestry of Pakistani craft, where traditional techniques and skills are passed down through generations. The significance of Pakistani craft extends beyond its aesthetic appeal; it serves as a tangible link to the nation's heritage, embodying the diverse cultural narratives and reflecting the skillful hands that contribute to its creation. In this context, Pakistani craft not only preserves historical traditions but also fosters a sense of identity and community, making it an integral aspect of the country's cultural legacy.

Standard IV: All students should be able to explore different aspects of cultural arts and craft.

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
			Benchmark I: Students will be able to: -Identify the role of craft as an important element of Pakistani cultural art -Appreciate Pakistani cultural art. -Recognize the significance of Pakistani cultural art. -Develop an artwork inspired by Pakistani culture	Benchmark I: Students will be able to: -Identify and compare various components of Pakistani cultural art -Discuss the role of craftsmanship -Describe the historical role of craft in Pakistani cultural art - List prominent Pakistani artists and their contribution			
Student Learning Outcomes							

Note: The progression grid for Art, Model Drawing & Fine Arts is organised from Grade 1-8, 9-10 and 11-12 respectively.

			Students will be able to: [SLO:ART-04-D-01]: Identify cultural art [SLO:ART-04-D-02]: Define cultural art [SLO:ART-04-D-03]: Discuss the significance of Pakistani cultural art and craft [SLO:ART-04-D-04]: Identify common symbols and motifs used in	Students will be able to: [SLO:ART-05-D-01]: Identify the traditional Pakistani textile art forms like Ajrak and discuss their cultural significance in Pakistani culture [SLO:ART-05-D-02]: Examine Traditional Pakistani art and craft [SLO:ART-05-D-03]: Create their own fabric art inspired by	Students will be able to: [SLO:ART-06-D-01]: Discuss Pakistani architecture [SLO:ART-06-D-02]: Discuss the significance of various forms of art used in Pakistani architecture like tiles, mosaics and so forth [SLO:ART-06-D-03]: Develop integrated project of art and history in order to	Students will be able to: [SLO:ART-07-D-01]: Explore the cultural diversity of Pakistan. [SLO:ART-07-D-02]: Identify the hidden cultural features of art through discussion [SLO:ART-07-D-03]: Recognize the role of craftsman and the significance of craftsmanship	Students will be able to: [SLO:ART-08-D-01]: Explore various Pakistani crafts and their origin like puppet making, clay and ceramic work, stitching styles, fabric dyeing, block printing and etcetera
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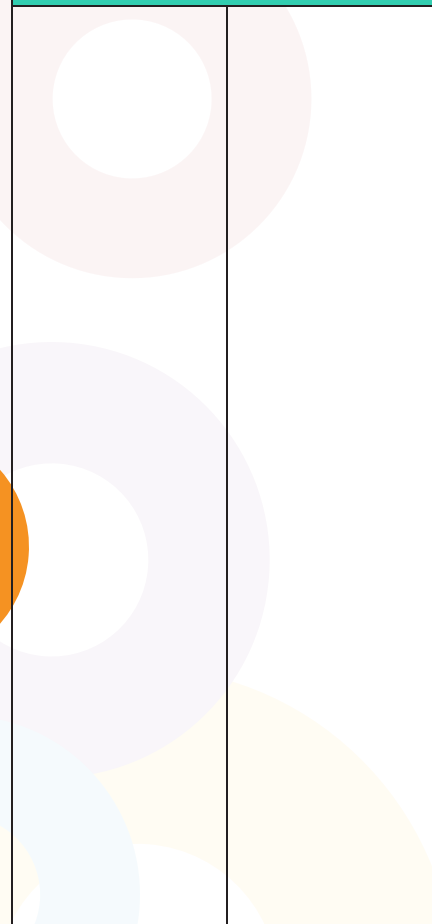
			the Pakistani cultural art [SLO:ART-04-D-05]: Create a craft work by using Pakistani cultural symbols and colors	Pakistani textile	explore the in-depth understanding of historical implications		
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Domain E: Islamic Art - Islamic art is a form of art that originates from the regions dominated by the Islamic religion that represents different elements present in the Islamic culture. However, Islamic art shouldn't be mistaken for religious studies, instead it is a non-representational aesthetic art of Islamic tradition that has influence from Early Christian, Byzantine art, Roman art, Persian art and Chinese art.

Standard V: Students should be able to identify elements present in Islamic art.

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
					Benchmark I: Students will be able to:		

Note: The progression grid for Art, Model Drawing & Fine Arts is organised from Grade 1-8, 9-10 and 11-12 respectively.

				-Identify the history and origin of Islamic art -Explain the significance of Islamic art -Create geometric, and floral & leaf patterns			
Student Learning Outcomes							
					Students will be able to: [SLO:ART-06-E-01]: Define Islamic art [SLO:ART-06-E-02]: Identify various geometric, floral, tiling, calligraphic and figurative patterns used in Islamic art [SLO:ART-06-E-03]:	Students will be able to: [SLO:ART-07-E-01]: Discuss the role and significance of Islamic art [SLO:ART-07-E-02]: Identify and discuss the history and significance of tile making in Islamic art [SLO:ART-07-E-03]:	Students will be able to: [SLO:ART-08-E-01]: Explore Islamic calligraphy [SLO:ART-08-E-02]: Practice Islamic calligraphy various styles [SLO:ART-08-E-03]: Produce an art by using the combination

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					Design a basic geometric pattern used in Islamic art	Explore clay as a medium to produce art [SLO:ART-07-E-04]: Develop a clay tile by using Islamic geometric or floral patterns	of various patterns and styles used in Islamic art
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Domain F: Art & Society - Integrating art with societal aspects is crucial for nurturing versatile individuals, equipping students to comprehend, appreciate, and actively contribute to the rich cultural fabric of society. This approach not only fosters creativity and cultivates critical thinking but also instills a profound appreciation for cultural diversity, preparing students to make meaningful contributions to an adaptable and interconnected society.

Standard VI: Students should be able to understand the way in which art is present in the world around them

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
			Benchmark I: Students will be able to: -Explore the integration of art with other areas		Benchmark I: Students will be able to: -Identify natural connections between art and the other areas of the society and demonstrate		

Note: The progression grid for Art, Model Drawing & Fine Arts is organised from Grade 1-8, 9-10 and 11-12 respectively.

			-Develop integrated projects	mastery in incorporating societal elements into their artwork -Describe ways in which to engage with the community through art projects, demonstrating the ability to use artistic expressions as a means to convey societal narratives and contribute positively.			
Student Learning Outcomes							
			Students will be able to: [SLO:ART-04-F-01]: Identify the technicalities of integration of art and other areas present in the society		Students will be able to: [SLO:ART-06-F-01]: Explore common themes that can be used in both art and other areas of the society	Students will be able to: [SLO:ART-07-F-01]: Exhibit proficiency in integrating cultural elements into their artwork, exploring global influences and creating pieces that reflect an understanding of the	Students will be able to: [SLO:ART-08-F-01]: Create projects that serve as a form of social commentary, demonstrating an understanding of societal issues and expressing thoughtful perspectives

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						interconnected ness of societies	through their creative work.
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Domain G: Techniques and Materials - In art, the careful selection of materials and tools is paramount, as they serve as the building blocks of creativity and self-expression. Understanding the significance of various mediums empowers students to communicate ideas effectively and refine their artistic skills.

Standard VII: Students should be able to understand the implications of various tools and techniques.

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Benchmark I: Students will be able to: -Use and manipulate a variety of basic art materials. -Explore basic art techniques, such as drawing, paper crafting, painting, coloring, simple shapes, blending colors, and experimenting with different textures. -Create simple compositions that showcase an understanding of basic elements like shapes, lines, and colors.			Benchmark I: Students will be able to: -Demonstrate proficiency in using a broader range of art mediums. -Explore and apply more advanced art techniques. -Exhibit improved composition and design skills, showcasing an understanding of balanced artwork.		Benchmark I: Students will be able to: - Demonstrate skill in specific artistic techniques, such as perspective drawing, printmaking, or sculpture. - Convey complex concepts or emotions through their artwork, employing symbolism and metaphorical elements.		

Note: The progression grid for Art, Model Drawing & Fine Arts is organised from Grade 1-8, 9-10 and 11-12 respectively.

Student Learning Outcomes							
Students will be able to: [SLO:ART-01-G-01]: Explore basic paper manipulation, tearing and pasting, clay modelling and coloring [SLO:ART-01-G-02]: Use various basic materials for the production of art, such as crayons, paper, play dough or clay, colored pencils and			Students will be able to: [SLO:ART-04-G-01]: Demonstrate proficiency in using a variety of art mediums, including oil pastels and acrylic paints [SLO:ART-04-G-02]: Explore advanced art techniques, such as shading, collages, layering	Students will be able to: [SLO:ART-05-G-01]: Explore specific artistic techniques demonstrating a deeper understanding and proficiency in that area.	Students will be able to: [SLO:ART-06-G-01]: Create mixed media projects that demonstrate proficiency in combining diverse materials to convey specific artistic intentions. [SLO:ART-06-G-02]: Express complex ideas or emotions through their artwork,	Students will be able to: [SLO:ART-07-G-01]: Master advanced artistic techniques, such as chiaroscuro, printmaking, or sculptural techniques, showcasing a higher level of technical skill. [SLO:ART-07-G-02]: Engage in conceptual art projects, demonstrating an ability to	Students will be able to: [SLO:ART-08-G-01]: Demonstrate mastery in a chosen specialized technique or medium, showcasing a high level of technical proficiency and artistic expression. [SLO:ART-08-G-02]: Engage in advanced conceptualization, creating artworks that

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poster paints, with increasing control and coordination. [SLO:ART-01-G-03]: Create art by using basic lines, shapes, textures, coloring and painting [SLO:ART-01-G-04]: Appreciate the imperfection and simplicity of the artworks that they produced			[SLO:ART-04-G-03]: Express their own ideas and preferences in their artwork, showcasing a growing ability to use techniques and materials to convey personal expression.		incorporating symbolism and metaphorical elements to convey deeper meanings. [SLO:ART-06-G-03]: Develop their understanding of composition by creating artworks that effectively use principles such as balance, contrast, and focal points.	translate abstract concepts into visual forms and communicate deeper meanings through their artwork.	explore complex themes, narratives, or social issues through visual storytelling. [SLO:ART-08-G-03]: Present and articulate their artistic ideas, both orally and in writing, demonstrating an understanding of the context and inspiration behind their work.
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References:

Burt, O. (2020, April 24). The Importance of Art. The Day Utah Chronicle.

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Joslyn, E. (2020, January 13). Famous works of art from 30 countries around the world. Stacker.

<https://stacker.com/stories/3836/famous-works-art-30-countries-around-world>

Note: The progression grid for Art, Model Drawing & Fine Arts is organised from Grade 1-8, 9-10 and 11-12 respectively.

Art & Model Drawing [Grades 9-10]

Progression Grid

Note: The progression grid for Art, Model Drawing & Fine Arts is organised from Grade 1-8, 9-10 and 11-12 respectively.

Domain A: Theoretical

Standard-1: Use art appreciation techniques in the historical context through research, observation and reflection

Domain B: Practical

Standard: Explore ideas and concepts to realization through various techniques of making, while being mindful of materiality and production. An advanced level of the domain expects a collaborative and problem-solving approach involving design.

Domain C: Curatorial

Standard: Communicate and present their work through knowledge of curation methods, including digital skills and platforms.

Domain D: Communal

Standard: Analyze the historical context of the arts and how indigenous practices have influenced culture and craft of regions. The domain highlights societal relation with respect to Architecture and Heritage.

Domain E: Global

Standard: Examine sustainable practices and how the collective human experience intertwines with the natural world

Domain A: Theoretical

Standard-1: Use art appreciation techniques in the historical context through research, observation and reflection

Note: The progression grid for Art, Model Drawing & Fine Arts is organised from Grade 1-8, 9-10 and 11-12 respectively.

Grade 9	Grade 10
Benchmark I: - Use accurate vocabulary related to arts, design and related fields	
Student Learning Outcomes	
[SLO:ART-09-A-01]: Use correct terminology and vocabulary required for expressive arts.	[SLO:ART-10-A-01]: Describe feelings, moods, techniques and intentions in using apt art-related vocabulary
[SLO:ART-09-A-02]: Practice vocabulary both verbally and in writing related to Art and Design.	[SLO:ART-10-A-02]: Use art appreciation language to describe ideas about/ understanding of own or someone else's work both verbally and in writing
[SLO:ART-09-A-03]: Discuss ideas about/ understanding of own or someone else's work verbally	[SLO:ART-10-A-03]: Write a critique on selected work(s) of art produced by local or international artists (such as Shazia Sikander, Sadqain etc.)
Benchmark II: Use fundamentals of art appreciation and art history to provide critique over a work of art Benchmark III: Demonstrate basic research skills using various sources (e.g. books, internet etc.)	

Note: The progression grid for Art, Model Drawing & Fine Arts is organised from Grade 1-8, 9-10 and 11-12 respectively.

Student Learning Outcomes

Note: The progression grid for Art, Model Drawing & Fine Arts is organised from Grade 1-8, 9-10 and 11-12 respectively.

For a selection of work of art (art, craft, calligraphy) [SLO:ART-09-A-04]: Research when and where the work was produced [SLO:ART-09-A-05]: Analyze the distinguished features of the work at hand [SLO:ART-09-A-06]: Interpret the artwork by discussing it in its context and how its context influence it [SLO:ART-09-A-07]: Describe key figures and historical developments in modern society. [SLO:ART-09-A-08]: Identify and relate features that are common to the above	For a selection of work of art (sculpture, architecture) [SLO:ART-10-A-04]: Research when and where the work was produced [SLO:ART-10-A-05]: Analyse the distinguished features of the work at hand [SLO:ART-10-A-06]: Discuss the context and influences of various artwork [SLO:ART-10-A-07]: Describe key figures and historical developments in modern society. [SLO:ART-10-A-08]:
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Note: The progression grid for Art, Model Drawing & Fine Arts is organised from Grade 1-8, 9-10 and 11-12 respectively.

mentioned historical and contemporary practices (regional and global)	Identify features that are common to the above mentioned historical and contemporary practices (regional and global)
[SLO:ART-09-A-09]: View artworks as a visual documents reflecting a time period's tangibles (technology) and tangibles (values & belief systems, philosophy) [SLO:ART-09-A-10]: Explain how artistic expressions are influenced by the political, social, religious, economic and technical developments of the time of its production	[SLO:ART-10-A-09]: View artworks as a visual documents reflecting a time period's tangibles (technology) and tangibles (values & belief systems, philosophy) [SLO:ART-10-A-10]: Explain how artistic expressions are influenced by the political, social, religious, economic and technical developments of the time of its production

Domain B: Practical

Standard: Explore ideas and concepts to realization through various techniques of making, while being mindful of materiality and production. An advanced level of the domain expects a collaborative and problem-solving approach involving design. This standard acquaints student with the available resources to use and manipulate various mediums and respective tools in 3-D.

Note: The progression grid for Art, Model Drawing & Fine Arts is organised from Grade 1-8, 9-10 and 11-12 respectively.

Grade 9	Grade 10
Benchmark I: - Ideate solutions through visual diagrams - Examine materials and tools - Apply various art techniques - Work as a productive team member - Demonstrate critical thinking capabilities	
Student Learning Outcomes	
Students will be able to: [SLO:ART-09-B-01]: Identify possibilities of alternate uses for everyday objects. [SLO:ART-09-B-02]: Solve basic design problems through sketching out diagrams. [SLO:ART-09-B-03]: Utilize multiple means to convey a solution to a problem.	Students will be able to: [SLO:ART-10-B-01]: Solve intermediate design problems through communicative sketching and labeling of diagrams / sketches.

Note: The progression grid for Art, Model Drawing & Fine Arts is organised from Grade 1-8, 9-10 and 11-12 respectively.

Students will be able to:

[SLO:ART-09-B-04]:

Identify and list down relevant art materials and tools

[SLO:ART-09-B-05]:

Demonstrate maintenance of art materials and tools

[SLO:ART-09-B-06]:

Demonstrate efficient and safe use of art materials and tools

[SLO:ART-09-B-07]:

Demonstrate usage of two-dimensional mediums for representation, communication or expression

[SLO:ART-09-B-08]:

Create artworks that express their creativity

[SLO:ART-09-B-09]:

Employ a vast and varied array of materials and mediums for DRAWING/SKETCHING. (Lead and Colour Pencil, Charcoal, Crayons /Pastels and Pen and Ink. Drawing/Canson/Textured sheets)

Students will be able to:

[SLO:ART-10-B-02]:

Demonstrate effective usage of mediums to communicate applied and commercial art (Poster design, Technical diagrams, illustrations, Design sketches)

[SLO:ART-10-B-03]:

Employ a vast and varied array of design materials and mediums for COMMUNICATING. (Rulers, Compasses, French Curves, Pen and Ink, Markers, Colour Pencils, Dry pastels. Drafting/Tracing/Marker sheets)

Note: The progression grid for Art, Model Drawing & Fine Arts is organised from Grade 1-8, 9-10 and 11-12 respectively.

[SLO:ART-09-B-10]: Employ a vast and varied array of materials and mediums for PAINTING. (Water colours, Poster colours, Pen Lead and Colour Pencil, and Ink, Crayons/Pastels and Mixed media) [SLO:ART-09-B-11]: Demonstrate Observational Skills in various genres of Art (Still Life, Portrait , Landscape , Life Drawing) [SLO:ART-09-B-12]: Practice various mediums and techniques as imparted	
Students will be able to: [SLO:ART-09-B-13]: Identify various principles of design as used in an artwork [SLO:ART-09-B-14]: Deconstruct an image into given values [SLO:ART-09-B-15]: Employ the correct terms when referring to aspects of an art or design work (Shape/Form, Texture, Value, Colour Theory, Space/Perspective)	Students will be able to: [SLO:ART-10-B-04]: Identify and list down relevant design materials and tools [SLO:ART-10-B-05]: Demonstrate usage of three-dimensional mediums for representation, communication or expression [SLO:ART-10-B-06]: Differentiate between Additive and Subtractive methods (Intaglio, Low and High Relief)

Note: The progression grid for Art, Model Drawing & Fine Arts is organised from Grade 1-8, 9-10 and 11-12 respectively.

Students will be able to: [SLO:ART-09-B-16]: Interpret a composition with rules of the Golden Mean [SLO:ART-09-B-17]: Identify the use of Rule of Thirds in an existing image	[SLO:ART-10-B-07]: Employ a vast and varied array of design materials and mediums for SCULPTING/ASSEMBLAGE (Clay, Plasticine, Papier-mache, Soap, softwoods and found objects) [SLO:ART-10-B-08]: Recognise the role of Installations in conveying 3-dimensional concepts and expressions
[SLO:ART-09-B-18]: Create teams with peers and in groups to achieve common objectives. [SLO:ART-09-B-19]: Conduct collective brainstorming sessions with all students	[SLO:ART-10-B-09]: List goals and objectives to work together to resolve challenges as well as be in lead positions to accomplish tasks.
Students will be able to: [SLO:ART-09-B-20]: Explore non-conventional and innovative methods and ideas in the production of their work.	Students will be able to: [SLO:ART-10-B-10]: Use observation as a tool to analyze and respond to a given challenge.

Note: The progression grid for Art, Model Drawing & Fine Arts is organised from Grade 1-8, 9-10 and 11-12 respectively.

[SLO:ART-09-B-21]: Present ideas perceived to be out of the box by the students. [SLO:ART-09-B-22]: Recognize and practice divergent thinking methods.	
Benchmark II: Students will be able to Communicate through various physical materials and techniques the act of problem-solving	
Student Learning Outcomes	
[SLO:ART-09-B-05]: Devise simple solutions using rudimentary / found materials. [SLO:ART-09-B-05]: Solve design problems using communicative techniques discussed in previous domains. [SLO:ART-09-B-05]: Respond with a list of steps to achieve outcomes for a given task brief.	[SLO:ART-10-B-11]: Compare and contrast design case studies presented in class. [SLO:ART-10-B-12]: Represent ideas through unconventional techniques.

Note: The progression grid for Art, Model Drawing & Fine Arts is organised from Grade 1-8, 9-10 and 11-12 respectively.

Domain C: Curatorial

Standard: Students will be able to communicate and present their work through knowledge of curation methods, including digital skills and platforms.

Note: The progression grid for Art, Model Drawing & Fine Arts is organised from Grade 1-8, 9-10 and 11-12 respectively.

Grade 9	Grade 10
Benchmark I: - Students will be able to communicate through creative outputs	
Student Learning Outcomes	
[SLO:ART-09-C-01]: Interpret a work of art using four steps of Art appreciation (describing, analyzing, interpreting, evaluating)	[SLO:ART-10-C-01]: Examine works of art from various periods in history to understand the styles and characteristics by combining art appreciation and art history to make them more meaningful [SLO:ART-10-C-01]: Give rationale for personal preferences
[SLO:ART-09-C-02]: Demonstrate the understanding of historic and stylistic settings]	[SLO:ART-10-C-02]: Explain and prove that works of art can never be produced in a cultural vacuum
[SLO:ART-09-C-03]: Interpret influences of Master's styles in own creative process	[SLO:ART-10-C-03]: Critically analyze with objective and subjective perspective to develop an informed decision making

Note: The progression grid for Art, Model Drawing & Fine Arts is organised from Grade 1-8, 9-10 and 11-12 respectively.

[SLO:ART-09-C-04:] Provide rationale for selecting a work of art for presentation or portfolio	[SLO:ART-10-C-04]: Provide rationale for selecting a work of art for presentation or portfolio
[SLO:ART-09-C-05]: Defend and respond to the critique by the visitors / senior practitioners at school exhibitions, museum displays etc.	[SLO:ART-10-C-05]: Defend and respond to the critique by the visitors / senior practitioners at school exhibitions, museum displays etc.
Benchmark II: - Identify elements of space - Design and Practice narrative building through display, archive and conservatory methods	
Student Learning Outcomes	
[SLO:ART-09-C-06]: Organize artworks reflecting same themes / form together as a group for a display that highlights diversity of expression	[SLO:ART-10-C-06]: Demonstrate how a thoughtful placement/ display can enhance the appearance of an artwork
[SLO:ART-09-C-07]: Organize area for maximum utility of space	[SLO:ART-10-C-07]: Demonstrate the knowledge of various aspects of a thoughtful display while exhibiting work such as light, space, theme, height/ eye level and relationship with the other artworks in surrounding

Note: The progression grid for Art, Model Drawing & Fine Arts is organised from Grade 1-8, 9-10 and 11-12 respectively.

[SLO:ART-09-C-08]:

Arrange artwork for an overall aesthetic appeal

[SLO:ART-10-C-08]:

Practice the ways in which the presentation of an artwork influences viewer's perception

Note: The progression grid for Art, Model Drawing & Fine Arts is organised from Grade 1-8, 9-10 and 11-12 respectively.

Benchmark III: Students will be able to present through digital means (2D, 3D, Generative/AI)	
Student Learning Outcomes	
[SLO:ART-09-C-09]: Explore the digital tools that can be utilized to organize, archive and present an artwork [SLO:ART-09-C-10]: Demonstrate usage of a digital tool to manipulate 2-dimensional images [SLO:ART-09-C-11]: Demonstrate usage of a digital tool to create 2-dimensional images through basic shapes [SLO:ART-09-C-12]: Explore usage of a digital tool to explore color variations	[SLO:ART-10-C-09]: Demonstrate an adequate skill level at using 3D Digital Technology (optional, wherever available) [SLO:ART-10-C-10]: Demonstrate usage of a digital tool to generate 3-dimensional images [SLO:ART-10-C-11]: Demonstrate usage of a digital tool to generate Computer Arts (posters, illustrations and other computer generated art forms); Medium: Canva/ Sketchup/ Figma/ Photoshop/

Note: The progression grid for Art, Model Drawing & Fine Arts is organised from Grade 1-8, 9-10 and 11-12 respectively.

[SLO:ART-09-C-13]: Listen to and record impressions regarding school exhibition	[SLO:ART-10-C-12]: Listen to and record impressions regarding school exhibition [SLO:ART-10-C-13]: Use of various exhibits to experience curation
	[SLO:ART-10-C-14]: Demonstrate an adequate skill level at using 3D Digital Technology (optional, wherever available) Students will be able to: [SLO:ART-10-C-15]: Basic block modeling of forms using primitives [SLO:ART-10-C-16]: Additive and subtractive techniques in three dimensions [SLO:ART-10-C-17]: Basic color/texture mapping; Medium: Sketchup/ Blender

Note: The progression grid for Art, Model Drawing & Fine Arts is organised from Grade 1-8, 9-10 and 11-12 respectively.

	Students will be able to: [SLO:ART-10-C-18]: Identify and Use basic animating methods [SLO:ART-10-C-19]: Move object along pathways [SLO:ART-10-C-20]: Use a timeline to enter keyframes [SLO:ART-10-C-21]: Modify values to make changes
	Students will be able to: [SLO:ART-10-C-22]: Practice content-writing and prompt generation [SLO:ART-10-C-23]: Describe imaginative scenarios [SLO:ART-10-C-24]: Utilize a platform to generate AI images

Note: The progression grid for Art, Model Drawing & Fine Arts is organised from Grade 1-8, 9-10 and 11-12 respectively.

[SLO:ART-10-C-25]:

Identify the potential and limitations of generative art using its mediums (Midjourney/ DALL-E 2/ Bing / DreamStudio etc.)

Note: The progression grid for Art, Model Drawing & Fine Arts is organised from Grade 1-8, 9-10 and 11-12 respectively.

Domain D: Communal

Standard: Approach and understand the historical context of the arts and how indigenous practices have influenced culture and craft of regions. This enables students to explore societal relations with respect to Architecture and Heritage.

Note: The progression grid for Art, Model Drawing & Fine Arts is organised from Grade 1-8, 9-10 and 11-12 respectively.

Grade 9	Grade 10
Benchmark I: - Identify local tradition(s) - Examine how crafts may be used as a binding force/ communal practice/ carrier of indigenous wisdom (Focus: Textiles; weaving, printing, embroidery etc.)	- Identify local tradition(s) - Reflect how crafts may be used as a binding force/ communal practice/ carrier of indigenous wisdom (Focus: Pottery, ceramics, metalwork, woodwork etc.)
Student Learning Outcomes	
[SLO:ART-09-D-01]: Survey the development of art/ craft and related creative practiced in the Subcontinent	[SLO:ART-10-D-01]: Survey the development of art/ craft and related creative practiced in Pakistan
[SLO:ART-09-D-02]: Observe, record and provide reflection on the popular artwork(s) / movement(s) in your own surroundings	[SLO:ART-10-D-02]: Investigate how and when a craft translates into a work of art and vis-a-vis

Note: The progression grid for Art, Model Drawing & Fine Arts is organised from Grade 1-8, 9-10 and 11-12 respectively.

[SLO:ART-09-D-03]: Identify local practices of your own region (e.g. folklores, traditional dances, oral histories etc.) [SLO:ART-09-D-04]: Understand that heritage is archived and passed on through various indigenous practices such as Oral Histories (poetry, Hamd, Naat, Vaar, folklores, Marsia, Noha etc.)	[SLO:ART-10-D-03]: Locate oral histories of your region and archive them using various mediums and materials
[SLO:ART-09-D-05]: Explore how cultural heritage is passed on in various communities in the region (such as Heer recital, Jugni dance, Dhammal, Attan, Kathak, Khattak dance, Gidda etc.)	[SLO:ART-10-D-04]: Investigate the decline of cultural practices peculiar to a certain region and build a narrative to support your arguments on how it can be revived. [SLO:ART-10-D-05]: Plan, prepare and perform a rendition of a local tradition as a means of storytelling or expression

Note: The progression grid for Art, Model Drawing & Fine Arts is organised from Grade 1-8, 9-10 and 11-12 respectively.

[SLO:ART-09-D-06]: Identify the crafts particular to their regions (e.g. Chinioti furniture, red clay pottery, ralli work, Ajrak, any other local craft etc.)	[SLO:ART-10-D-06]: Research on a local craft and submit it to ‘National School Project for Craft’ Website [Note: * Students will be expected to select a craft of their indigenous region and make presentations on its historical and cultural significance. it shall serve as a national archive of Pakistan’s local craft. ** Performances by students based on Folk and Traditional practices will be revived to ensure their documentation and preservation.]
Benchmark II: Recognise the significance of architecture and heritage in conservation	
Student Learning Outcomes	
[SLO:ART-09-D-07]: Identify the tangible cultural heritage of sub-continent (buildings, residences, monuments, forts, places of worship such as tombs, shrines, stupas and archaeological sites)	[SLO:ART-10-D-07]: Form an inquiry to investigate the causes of decay and ruin in historical architecture

Note: The progression grid for Art, Model Drawing & Fine Arts is organised from Grade 1-8, 9-10 and 11-12 respectively.

[SLO:ART-09-D-08]: Interpret how architecture plays a vital role in formation of civilisation(s) , communities and people	[SLO:ART-10-D-08]: Deconstruct how built environment influences natural environment over time and otherwise (erosion, droughts, deforestation, promotion of commercial activities, human activities)
[SLO:ART-09-D-09]: Survey the architectural marvels / historic architecture of own region: - (Dharma Rajika stupa, Mankiala Stupa, Shahi Hammam, Mubarik Haveli, Baroodkhana, Katas Raj, Takht Bai, Hiran Minar, Panja Saheb, Wah Gardens, Bibi , Chowkandi Graveyard, Rohtas Fort, Derawar Fort, Altit Fort, Mallot, - British/Colonial Architecture (Museums, Educational Institutes etc.) - Religious Architecture (Mosques, Temples, Churches, Dargahs etc.)	[SLO:ART-10-D-09]: Locate buildings of historical significance around you and plan conservation activities (awareness campaigns, events, adopt a monument project)

Domain E: Global

Note: The progression grid for Art, Model Drawing & Fine Arts is organised from Grade 1-8, 9-10 and 11-12 respectively.

Standard: Identify sustainable practices and analyse how the collective human experience intertwines with the natural world.

Note: The progression grid for Art, Model Drawing & Fine Arts is organised from Grade 1-8, 9-10 and 11-12 respectively.

Grade 9	Grade 10
Benchmark I: Students will be able to classify sustainable practices Benchmark II: Students will be able to develop an Ecofriendly approach	
Student Learning Outcomes	
[SLO:ART-09-E-01]: Identify the impact of each material on human wellbeing, safety and environment	[SLO:ART-10-E-01]: Reflect on the relationship between humans and environment
[SLO:ART-09-E-02]: Recognise that our choices of actions and practices impact other people and environment	[SLO:ART-10-E-02]: Analyse how all species co-exist within an interdependent framework and are affected by human activities
[SLO:ART-09-E-03]: Identify at least one local problem that is highlighted in the SDGs* and discuss it with peers to propose a workable solution.	[SLO:ART-10-E-03]: Plan out a creative project (building, product, materials, etc.) and predict its impact on the ecosystem in the course of a few years ahead.

Note: The progression grid for Art, Model Drawing & Fine Arts is organised from Grade 1-8, 9-10 and 11-12 respectively.

Benchmark III: Analyse the impact people create when interacting with nature and wider communities Benchmark IV: Examine the influence of popular culture around globe and how cultural icons transit into global	
Student Learning Outcomes	
[SLO:ART-09-E-04]: Identify and explain the human connection with nature and codependency	[SLO:ART-10-E-04]: Identify and explain the human connection with other people and codependency
[SLO:ART-09-E-05]: Recognise the global interconnectedness and how the developments/ events in one part of the world influence the rest	[SLO:ART-10-E-05]: Trace developments of sustainable forms and regional styles to build a relationship between the early and contemporary artwork [SLO:ART-10-E-06]: Make informed decisions for collective good/ benefit
[SLO:ART-09-E-06]: Analyse the significance of art,design and other creative studies in wider community	[SLO:ART-10-E-07]: Distinguish various career pathways and prospective professions for creative practitioners (artists , designers; Textile, Game, Product, Ceramic, Jewelry, Furniture, Automotive, CGI, architects, animators, entrepreneurs, performers, ceramists, art critics/historians/educators, curators, etc)

Note: The progression grid for Art, Model Drawing & Fine Arts is organised from Grade 1-8, 9-10 and 11-12 respectively.

[SLO:ART-09-E-07]:

Identify and classify instances of popular culture from around the world (Music, Cinema; Fiction, Historical, K-pop, Holly/Bolly)

[SLO:ART-10-E-08]:

Compile and Present a report on iconic instances that took a cultural form of art/expression to global (i.e. Nusrat Fateh Ali Khan, Truck Art etc.)

Notes for teachers:

* Students and teachers are encouraged to go through the Sustainable Development Goals (SDGs) before starting this lesson.

<https://sdgs.un.org/goals>

* VTRs are suggested to be used as a core pedagogical tool.

<https://pz.harvard.edu/topics>

Note: The progression grid for Art, Model Drawing & Fine Arts is organised from Grade 1-8, 9-10 and 11-12 respectively.

NCP - Art & Model Drawing [11-12]

Domain A: Artistic Exploration and Expression

Standard 1: Students will be able to explore techniques across different disciplines and media. They will be able to use creative expressions to conceptualise artworks.

Grade 11	Grade 12
Benchmark I: Identify and apply basic elements and principles of design to develop conceptual artworks or 3D forms.	
Student Learning Outcomes	
[SLO:ART-11-A-01]: Use artistic elements (line, shape, color, texture, space, composition, etc.) and principles (hierarchy, scale, emphasis, contrast etc.) to create visually compelling artwork and designs	
[SLO:ART-11-A-02]: Brainstorm and develop original ideas for creative projects based on personal interests or thematic prompts. (For example using mind maps or art journaling to put ideas to paper.)	

Note: The progression grid for Art, Model Drawing & Fine Arts is organised from Grade 1-8, 9-10 and 11-12 respectively.

[SLO:ART-11-A-03]: Translate creative ideas into effective artistic expressions using appropriate techniques and media.	
Benchmark II: Students will be able to explain why and how to select appropriate mediums to create specific emotions or communicate specific feelings in their artwork.	
Student Learning Outcomes	
[SLO:ART-11-A-04]: Experiment with various art materials, tools, and techniques across different mediums and forms of art making (drawing, painting, sculpture, digital art)	[...]
[SLO:ART-11-A-05]: Demonstrate proficiency in applying specific techniques and media to create desired outcomes. [For example using markers, pen and ink for technical drawings, Collage making techniques for conceptual works, quick pencil sketching for brainstorming ideas, Poster Paints for flat graphical artworks,	...

Note: The progression grid for Art, Model Drawing & Fine Arts is organised from Grade 1-8, 9-10 and 11-12 respectively.

Oil Painting for still life painting, charcoal for expressive stroke work.]	
[SLO:ART-11-A-06]: Develop individual artistic style and voice through experimentation and exploration using a variety of conventional and non conventional mediums.	
Benchmark III: Demonstrate artistic development by producing sketches, conducting research, and providing personal critiques.	
Student Learning Outcomes	
[SLO:ART-11-A-07]: Analyze and interpret the creative process, identifying challenges and breakthroughs experienced during artistic exploration.	
[SLO:ART-11-A-08]: Critically analyze personal artwork, Identify strengths, weaknesses, and areas for improvement. For example gaining the ability to point out weaknesses in composition, color harmony or principle of emphasis in your own works.	

Note: The progression grid for Art, Model Drawing & Fine Arts is organised from Grade 1-8, 9-10 and 11-12 respectively.

[SLO:ART-11-A-09]: Document and share artistic journey through sketches, journals, artist statements, and multimedia presentations.	
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Domain B: Art History and Cultural Perspectives

Standard 1: Students will conduct research to critically analyze historical and Contemporary Art Movements across diverse cultures. They will demonstrate the ability to analyze the role of art in reflecting cultural values and beliefs, as well as assess the impact of globalization on both art and society.

Grade 11	Grade 12
Benchmark I: Conduct research on other prominent artists and develop an appreciation of how certain artists and art movements developed.	
Student Learning Outcomes	
[SLO:ART-11-B-01]: Identify and analyze key characteristics of various art movements across different historical periods and cultures. For example the development of miniature art in Persian and Indian courts or the development of	[SLO:ART-12-B-01]: Compare and contrast artistic expressions across diverse cultures and historical periods.

Note: The progression grid for Art, Model Drawing & Fine Arts is organised from Grade 1-8, 9-10 and 11-12 respectively.

sculptures or relief work in the Indus-valley civilization.	
[SLO:ART-11-B-02]: Recognize the influence of historical and cultural contexts on the development of art movements. For example, understanding the development and importance of tile work in Pakistan.	
Benchmark II: Compare and contrast historically significant artworks with current times' and with their own art practice.	Benchmark II: Develop an appreciation for different techniques
Student Learning Outcomes	
[SLO:ART-11-B-03]: Apply historical knowledge of the arts and critical thinking skills to analyze and interpret the meaning and purpose of artwork.	[SLO:ART-12-B-02]: Evaluate the effectiveness of artistic techniques and media used to communicate specific ideas.
Benchmark III: Research and develop an appreciation for local artists, craftsmen or creative professionals	Benchmark III: Propagate creative practices within your own circle of influence.
Student Learning Outcomes	

Note: The progression grid for Art, Model Drawing & Fine Arts is organised from Grade 1-8, 9-10 and 11-12 respectively.

[SLO:ART-11-B-04]: Engage in an apprenticeship with a local creative practitioner to learn the business and design aspect of their craft. [For example learning the art and business of applying henna (mehndi).]	[SLO:ART-12-B-03]: Conduct a small scale workshop on a craft or skill you’ve learned. [For example educating students on how to use any digital tool or manual craft that you’ve had the opportunity to learn
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Domain C: Creative Problem-solving and Design Thinking

Standard 1: Students will be able to use design thinking and creative problem solving skills to explain and overcome artistic challenges.

Standard 2: They will be able to demonstrate collaboration and evaluate the effectiveness of their proposed solutions

Grade 11	Grade 12
Benchmark I: Use their creative thinking abilities to brainstorm ideas to societal problems.	
Student Learning Outcomes	
[SLO:ART-11-C-01]: Recognize and define challenges or problems that require creative solutions. These solutions could be architectural, artistic or related to product design,	[SLO:ART-12-C-01]: Formulate clear and concise creative briefs outlining project goals and desired outcomes. [For example, This could include plans for revitalizing a public space by creating public art.]

Note: The progression grid for Art, Model Drawing & Fine Arts is organised from Grade 1-8, 9-10 and 11-12 respectively.

	[SLO:ART-12-C-02]: Develop research and brainstorming strategies to gather information and generate diverse ideas for problem-solving. [For example, This could include conducting ethnographic research (observing local communities and generating dialogs through question and answer sessions)]
Benchmark II: Develop critical thinking skills by asking questions and reflecting on multiple points of views.	Benchmark II: Demonstrate team-work and negotiation when working with other creatives on design specific problems.
Student Learning Outcomes	
[SLO:ART-11-C-02]: Develop and implement innovative solutions to artistic problems using critical thinking models and design thinking strategies. Emphasis on asking the question “Why?”	[SLO:ART-12-C-03]: Evaluate the effectiveness of proposed solutions based on artistic merit, originality, and feasibility. Emphasis on cultural, social and economic constraints and how they can be overcome.
	[SLO:ART-12-C-04]: Adapt and refine creative solutions based on feedback and evolving project requirements.Emphasis on using observational skills along with user interviews to arrive at conclusions.

Domain D: Art Criticism and Communication

Note: The progression grid for Art, Model Drawing & Fine Arts is organised from Grade 1-8, 9-10 and 11-12 respectively.

Standard 1: Students will use historical knowledge and critical thinking skills to interpret artwork. They will also be able to engage in artistic

exploration and reflection.

Grade 11	Grade 12
Benchmark I: Use design vocabulary when interacting with art, design and other related creative works	Benchmark I: Use verbal and non-verbal communication to present ideas to jurors and general audiences alike.
Student Learning Outcomes	
[SLO:ART-11-D-01]: Apply art vocabulary and critical thinking skills to analyze and interpret artwork effectively.	[SLO:ART-12-D-01]: Clearly and concisely articulate artistic concepts, interpretations, and critical analyses through written and oral communication.
[SLO:ART-11-D-02]: Use appropriate digital tools and multimedia platforms to effectively present and showcase artwork to diverse audiences.	[SLO:ART-12-D-02]: Engage in respectful dialogue and discussions about art, exchanging diverse perspectives and contributing constructively to artistic discourse.
Benchmark II: Explore the role of a creative practitioner to advocate change and generate excitement and creativity for social causes.	

Note: The progression grid for Art, Model Drawing & Fine Arts is organised from Grade 1-8, 9-10 and 11-12 respectively.

Student Learning Outcomes	
[SLO:ART-11-D-03]: Examine the role of art, design and other creative practices in social change and community development. [For example reading local newspaper articles on art and design / interviewing local artists, designers or architects.]	[SLO:ART-12-D-03]: Develop and implement strategies to advocate for the arts and promote artistic engagement within the community.[For example preparing proposals for small scale projects that can be implemented within a community.]
	[SLO:ART-12-D-04]: Collaborate with artists and organisations to create meaningful artistic experiences for the community. For example partnering with local organisations and preparing art or design awareness seminars.

Notes for teachers:

* Students and teachers are encouraged to go through the Sustainable Development Goals (SDGs) before starting this lesson.

<https://sdgs.un.org/goals>

* VTRs are suggested to be used as a core pedagogical tool.

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