

REPUBLIC OF ZAMBIA
MINISTRY OF EDUCATION

ART AND DESIGN

COMPREHENSIVE TEACHING NOTES

FORM 1

Ordinary Level Secondary Education
Competence-Based Curriculum (CBC)

Based on the Official Zambia CDC Syllabus
Forms 1 | Art and Design

Aligned to the 9 Core Competences:

Analytical Thinking | Communication | Creativity & Innovation | Collaboration | Critical Thinking
Environmental Sustainability | Financial Literacy | Problem Solving | Entrepreneurship

Curriculum Development Centre (CDC) | Lusaka, Zambia

For Complete Teaching Notes WhatsApp 0978484441

HOW TO USE THESE TEACHING NOTES

These teaching notes are designed to help Art and Design teachers implement the Zambia Competence-Based Curriculum (CBC) for Form 1 effectively. Each lesson follows a learner-centred structure aligned to the Zambia CDC syllabus and the 9 Core Competences.

Structure of Each Lesson

Every lesson in this guide contains the following sections:

- Lesson Overview — Topic, sub-topic, specific competence, expected standard, and duration
- Learning Outcomes — What learners will know, be able to do, and appreciate by the end
- Resources Needed — Materials and ICT suggestions appropriate to Zambian classrooms
- Starter Activity — An engaging opening to activate prior knowledge (5-10 min)
- Main Activity Table — Structured phases with teacher and learner activities
- Content Notes — Subject matter knowledge the teacher needs to deliver the lesson
- Real-Life Link — How the topic connects to everyday Zambian life and culture
- Cross-Cutting Issues — Integration of life skills, entrepreneurship, gender equity, and environment
- Differentiation — Support for struggling learners and extension for fast finishers
- Assessment — Formative and summative checks aligned to the Expected Standard
- Reflection Prompt — A closing question to consolidate learning

CBC Principles to Remember

- Focus on competences, not just content — learners must apply, analyse, and create
- Be learner-centred — most of the lesson time should be learner activity, not teacher talk
- Anchor every lesson in a real-life Zambian context
- Use formative assessment continuously to adapt your teaching
- Embed cross-cutting issues naturally, without making them feel separate

Note to the Teacher

- These notes are a guide, not a script. Adapt language, examples, and activities to suit your learners and community.
- The suggested times are approximate — adjust based on your class size and ability range.
- Wherever possible, encourage learners to use locally available materials (clay, natural dyes, recycled items) rather than expensive commercial art supplies.

TOPIC 1.1

INTRODUCTION TO ART, CRAFTS AND DESIGN

Lesson 1.1.1 — Art Awareness and Appreciation: Categorising Branches of Art

Topic	1.1 Introduction to Art, Crafts and Design
Sub-Topic	1.1.1 Art Awareness and Appreciation
Specific Competence	1.1.1.1 Categorise branches of Art
Expected Standard	Branches of Art categorised accordingly
Duration	2 x 40-minute periods

Learning Outcomes — By the end of the lesson, learners will be able to:

- Define the concept of Art and explain its importance in society
- Identify and name the main branches of Art (Visual Art, Performing Arts, Digital Art)
- Classify artworks and activities under the correct branch of Art
- Visit or describe places where branches of Art are found (museums, cultural centres)

Resources Needed

- Pictures or printouts of different artworks (paintings, sculptures, performances, digital designs)
- Chalkboard/whiteboard and chalk/markers
- Old magazines or newspapers with images of artworks
- Scissors and glue for collage activity (optional)
- ICT: if available, a smartphone to show a short video clip of a Zambian cultural performance

Starter Activity (5-10 minutes)

Write the word 'ART' on the board. Ask learners: 'What does the word Art mean to you? Where have you seen Art in your community?' Give learners 2 minutes to think, then take 4-5 responses. Draw out that Art is present in everyday life — from the chitenge patterns their mothers wear, to the music played at a funeral, to the paintings on clinic walls.

Teaching and Learning Activities

Phase	Duration	Teacher Activity	Learner Activity
Introduction (10 min)	15 min	Introduce the definition of Art. Use examples from Zambian daily life.	Learners listen, respond to questions, and contribute examples from their own experience.

		Ask: 'Is singing Art? Is carving a stool Art?'	
Exploration (20 min)	20 min	Write the three branches on the board: Visual Art, Performing Arts, Digital Art. Explain each with examples. Show images or mime examples.	Learners copy the branches, discuss in pairs, and try to give one additional example for each branch.
Classification Task (20 min)	20 min	Distribute cut-out images or a list of activities. Learners must sort them under the correct branch. Circulate and prompt with questions.	Learners sort images/activities into the three branches. Groups share their answers and justify their choices.
Closure (10 min)	10 min	Correct any misconceptions. Ask each group to share one thing they learned. Summarise key points.	Learners present their classified groups and take notes on any corrections.

Content Notes for the Teacher

What is Art?

Art is a human activity that involves the use of skill, imagination, and creativity to express ideas, emotions, or a view of the world. Art communicates meaning and beauty, and plays an important role in every culture, including Zambian culture.

The Three Main Branches of Art

- 1. Visual Art:** Art that is primarily perceived through sight. It includes Crafts (basketry, pottery, weaving), Design (graphic design, fashion design), and Fine Art (painting, drawing, sculpture, printmaking). Visual Art produces objects that can be seen and often touched.
- 2. Performing Arts:** Art that is performed live or recorded for an audience. It includes music, dance, drama, and theatre. In Zambia, traditional dances such as the Ngoma, Makishi masked dance, and Kalela are important examples of Performing Arts.
- 3. Digital Art:** Art created or presented using digital technology. This includes digital photography, computer-generated graphics, animation, video art, and e-cards. Digital Art is a growing field with many career opportunities.

Places Where Art is Found

Learners should be aware that Art exists in many settings: museums (the Livingstone Museum and Lusaka National Museum), cultural centres, churches (murals and carvings), markets (crafts and textiles), schools, public spaces, and online.

Real-Life Link (Zambian Context)

- The chitenge fabric — its patterns and colours are examples of Visual Art (design and craft)
- Traditional ceremonies such as the Kuomboka, Nc'wala, and Mutomboko feature Performing Arts
- Mobile phone wallpapers and social media posts are everyday examples of Digital Art
- Local market stalls selling handmade baskets, pottery, and carvings show Art as a source of income

Cross-Cutting Issues

- **Entrepreneurship:** Discuss how artists earn income from their work — selling crafts, performing, designing
- **Zambian Culture and Heritage:** Emphasise the value of preserving traditional art forms
- **Gender:** Note that both boys and girls participate equally in all branches of Art

Differentiation

Support (struggling learners): Provide a visual chart with pictures of each branch. Allow learners to point to images rather than write, if needed. Use simple Zambian examples throughout.

Extension (fast finishers): Ask learners to research one Zambian artist, identify which branch they work in, and present a brief biography to the class next lesson.

Assessment

Assessment Type	Method	Expected Evidence
Formative (Observation)	Ask individual learners to classify one artwork during the task	Learner correctly names the branch and gives a reason
Formative (Exit Ticket)	Each learner writes one example per branch on a slip of paper	All three branches represented with correct examples
Summative	Short written task: 'Name and describe the three branches of Art with one Zambian example each'	Branches of Art categorised accordingly (Expected Standard)

Reflection Prompt: Ask learners: 'Which branch of Art is most present in your community? Why do you think that is?'

Lesson 1.1.2 — Careers in Art and Design

Topic	1.1 Introduction to Art, Crafts and Design
Sub-Topic	1.1.2 Careers in Art and Design
Specific Competence	1.1.2.1 Classify careers in Art and Design
Expected Standard	Careers in Art and Design classified accordingly
Duration	2 x 40-minute periods

Learning Outcomes — By the end of the lesson, learners will be able to:

- Identify a range of careers available in Art and Design
- Classify careers under the correct branch of Art (Visual, Performing, Digital)
- Match specific artworks or tasks to the career that produces them
- Appreciate that Art and Design careers are viable and respected professions

Resources Needed

- Career cards (teacher-prepared) with job titles and short descriptions
- Images of professionals at work (e.g., graphic designer, sculptor, fabric designer, art teacher)
- Chalkboard for mind map
- ICT: short video or images of Zambian designers/artists if available

Starter Activity (5-10 minutes)

Ask the class: 'If you could do any job related to Art when you grow up, what would it be?' Take a quick show of hands or go around the class. Write responses on the board. Then ask: 'Did you know that each of these is a real career that people in Zambia do every day?'

Teaching and Learning Activities

Phase	Duration	Teacher Activity	Learner Activity
Introduction (10 min)	10 min	Briefly review the three branches from the previous lesson. Introduce the idea that each branch has many career paths.	Learners recall branches and brainstorm job ideas linked to each.
Exploration (25 min)	25 min	Present key careers: Art Teacher, Graphic Designer, Fabric Designer, Fine Artist, Curator, Architect, Photographer, Animator. Explain each clearly.	Learners listen, ask questions, and take notes. They begin matching careers to branches.
Classification Activity (20 min)	20 min	Distribute career cards. Learners classify them under Visual Art, Performing Arts, or Digital Art, and then match them to sample artworks.	Learners work in groups to sort cards and justify decisions. Groups present their classifications.
Closure (5 min)	5 min	Ask: 'Which career surprised you most? Which would you like to learn more about?'	Learners share responses and complete a reflection note.

Content Notes for the Teacher

Key Careers in Art and Design

Art Teacher: Teaches Art and Design in schools. Requires knowledge of art techniques and curriculum delivery. A well-regarded career in Zambia.

Graphic Designer: Creates visual content for print and digital media — logos, posters, book covers, websites. Works with software such as Adobe Illustrator or Canva. High demand in advertising and media.

Fabric/Textile Designer: Designs patterns for clothing, upholstery, and printed materials. Very relevant to Zambia's thriving chitenge and fashion industry.

Fine Artist: Creates original artworks (paintings, drawings, sculptures, prints) for sale, exhibitions, or commissions. May work independently or in studios.

Curator: Manages and organises art collections in museums and galleries. Selects artworks for exhibitions and ensures their preservation.

Sculptor / Potter / Basket Maker: Traditional and contemporary craft careers. These are widely practised in Zambia and represent both cultural and commercial value.

Animator / Digital Artist: Creates digital images, animations, and visual effects for film, games, advertising, and online media. A growing field in Zambia.

Architect / Interior Designer: Uses design principles to plan and decorate buildings. Requires both artistic ability and technical knowledge.

Photographer / Videographer: Captures images and footage for news, events, advertising, and fine art. Mobile phone photography has made this career more accessible.

Real-Life Link (Zambian Context)

- The Zambian fashion industry employs hundreds of fabric designers and tailors who apply design principles daily
- Zambian schools employ Art Teachers in every district — a stable, government-recognised career
- Local printing companies and advertising agencies employ graphic designers for signage, packaging, and promotions
- The Livingstone Museum employs curators to manage and interpret collections of Zambian cultural heritage

Cross-Cutting Issues

- Entrepreneurship: Many art careers allow self-employment — artists run their own studios, market stalls, or online shops
- Financial Literacy: Discuss how artists price their work and manage income
- Gender: Challenge the stereotype that art careers are only for one gender — both men and women work in all these fields
- Careers Guidance: Encourage learners to explore art-related career pathways at secondary and tertiary level

Differentiation

Support (struggling learners): Provide a simple table with three columns (one per branch) pre-labelled. Learners only need to write one career in each column.

Extension (fast finishers): Ask learners to write a short career profile: 'My chosen Art career, what I would do, and what I would need to study to get there.'

Assessment

Assessment Type	Method	Expected Evidence
Formative (Oral)	Ask individual learners: 'Name two careers under Visual Art and explain what they do'	Correct career names with accurate descriptions
Formative (Group Task)	Career card classification exercise completed in groups	All careers correctly sorted under appropriate branches
Summative	Written task: Classify 8 given careers under the correct branch of Art	Careers in Art and Design classified accordingly (Expected Standard)

Reflection Prompt: Ask learners: 'Which career in Art and Design do you think is most important to Zambia's development? Give a reason for your answer.'

Lesson 1.1.3 — Forms of Visual Arts

Topic	1.1 Introduction to Art, Crafts and Design
Sub-Topic	1.1.3 Visual Arts
Specific Competence	1.1.3.1 Identify forms of Visual Arts
Expected Standard	Forms of Visual Arts identified appropriately
Duration	2 x 40-minute periods

Learning Outcomes — By the end of the lesson, learners will be able to:

- Name and describe the three forms of Visual Arts: Fine Arts, Crafts, and Design
- Identify examples of each form from Zambian and global contexts
- Discuss the functions of Visual Arts (income generation, identity, cultural heritage)
- Analyse examples of Visual Arts found in their community

Resources Needed

- Collection of visual examples: a painting/drawing, a woven basket, a poster or logo
- Chalkboard and markers
- Old magazines to cut and paste (optional collage)
- ICT: images of Zambian fine art, crafts, and design if a device is available

Starter Activity (5-10 minutes)

Place three objects (or images) on the desk: a drawing, a hand-woven mat, and a printed poster. Ask learners: 'What do all these have in common? How are they different?' Guide discussion toward the idea that all are Visual Art but serve different purposes and are made differently.

Teaching and Learning Activities

Phase	Duration	Teacher Activity	Learner Activity
Introduction (10 min)	10 min	Recap branches of Art. Introduce the three forms of Visual Arts: Fine Arts, Crafts, and Design.	Learners listen and take notes. They share prior knowledge of each form.
Exploration (20 min)	20 min	Describe each form in detail with examples. Discuss functions of Visual Arts. Show/display examples.	Learners study examples, discuss in pairs, and identify one function for each form.
Analysis Activity (20 min)	20 min	Learners analyse 4-6 images and decide: Is it Fine Arts, Crafts, or Design? Justify their choice.	Learners work individually or in pairs, write their classifications with justifications, share with class.

Closure (10 min)	10 min	Class discussion: 'Which form of Visual Art is most common in our community? Why?'	Learners contribute to discussion and complete a brief exit note.
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