ART

Syllabus

Grade 6

(Implemented from 2015)

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Introduction

Out of the entirety of the curriculum implemented in the school system the subject " Art" occupies a special position. The service to society rendered by Art that gives pride of place l to creativity and appreciation is quite important. The total personality of the individual is developed by Art.

Attention has been given to the development of knowledge, attitudes, skills and good habits of life in the child through the seven subjective compentencies in the Art syllabus. In subjective competencies, five competencise have been devoted for practical activites and two competencies for appreciation and the study of the history of Art. Accordingly, subject content has been delineated along the competency level to match the age levels in each grade.

Greater focus was on the following in the syllabus revision.

- Modern trends in International Art.
- Latest views expressed in the field.
- Observations and investigations regarding the class room teaching-learning process of the school.

New competency levels were developed for the basic excercises in drawing human figures and animal figures under the first competency. Competency levels for the basic shapes and forms found in the natural and created environments under the second competency as well as competency levels relevant to the third and fourth competencies necessary for the achievement of the knowledge and skills required for the world of work, were developed under the fifth competency in order to further fix the concept of three dimensionality through the creation of modes. It is expected to ensure acquistion of knowledge regarding appreciation and the History of Art as well as to provide the opportunity for the acquistion of knowledge through the study of various work of Art through the establishment of the sixth and seventh competency levels.

National Goals

The national system of education should assist individuals and groups to achieve major national goals that are relevant to the individual and society.

Over the years major education reports and documents in Sri Lanka have set goals that sought to meet individual and national needs. In the light of the weaknesses manifest in contemporary education structures and processes, the National Education Commission has identified the following set of goals to be achieved through education within the conceptual framework of sustainable human development. The National Education Commission sees the realisation of these goals as its vision for the education system.

(i)   Nation building and the establishment of a Sri Lankan identity through the promotion of national cohesion, national integrity, national unity, harmony, and peace, and recognizing cultural diversity in Sri Lanka's plural society within a concept of respect for human dignity.

(ii)   Recognising and conserving the best elements of the nation's heritage while responding to the challenges of a changing world.

(iii)   Creating and supporting an environment imbued with the norms of social justice and a democratic way of life that promotes respect for human rights, awareness of duties and obligations, and a deep and abiding concern for one another.

(iv)   Promoting the mental and physical well- being of individuals and a sustainable life style based on respect for human values.

(v)   Developing creativity, initiative, critical thinking, responsibility, accountability and other positive elements of a well- integrated and balanced personality.

(vi)   Human resource development by educating for productive work that enhances the quality of life of the individual and the nation and contributes to the economic development of Sri Lanka.

(vii)   Preparing individuals to adapt to and manage change, and to develop capacity to cope with complex and unforeseen situations in a rapidly changing world.

(viii) Fostering attitudes and skills that will contribute to securing an honorable place in the international community, based on justice, equality and mutual respect.

(Extracted from : National Education Commission report, 2003)

<pre>Basic Competencies</pre>

The following Basic Competencies developed through education will contribute to achieving the above National Goals.

(i)   **Competencies in Communication**

Competencies in communication are based on four subsets: Literacy, Numeracy, Graphics and IT proficiency.

Literacy   :   Listen attentively, speak clearly, read for meaning, write accurately and lucidly and communicate ideas effectively.

Numeracy   :   Use numbers for things, space and time, count, calculate and measure systematically.

Graphics   :   Make sense of line and form, express and record details, instructions and ideas with line form and colour.

IT proficiency: Computeracy and the use of information and communication technologies (ICT) in learning, in the work environment and in personal life.

(ii)   **Competencies relating to personality Development**

- Generic skills such as creativity, divergent thinking, initiative, decision making, problem solving, critical and analytical thinking, team work, inter – personal relations, discovering and exploring ;
- Values such as integrity, tolerance and respect for human dignity;
- Emotional intelligence.

(iii)   **Competencies relating to the Environment**

These competencies relate to the environment: social, biological and physical.

Social Environment   : Awareness of the national heritage, sensitivity and skills linked to being members of a plural society, concern for distributive justice, social relationships, personal conduct, general and legal conventions, rights, responsibilities, duties and obligations.

Biological Environment : Awareness, sensitivity and skills linked to the living world, people and the ecosystem, the trees, forests, seas, water, air and life – plant, animal and human life.

Physical Environment : Awareness, sensitivity and skills linked to space, energy, fuels, matter, materials and their links with human living, food, clothing, shelter, health, comfort, respiration, sleep, relaxation, rest, wastes and excretion.

Included here are skills in using tools and technologies for learning, working and living.

(iv)   Competencies relating to preparation for the World of Work

Employment related skills to maximize their potential and to enhance their capacity
>   to contribute to economic development.
>   to discover their vocational interests and aptitudes,
>   to choose a job that suits their abilities, and
>   to engage in a rewarding and sustainable livelihood.

(v)   Competencies relating to Religion and Ethics

Assimilating and internalising values, so that individuals may function in a manner consistent with the ethical, moral and religious modes of conduct in everyday living, selecting that which is most appropriate.

(vi)   Competencies in Play and the Use of Leisure

Pleasure, Joy, emotions and such human experiences as expressed through aesthetics, literature, play, sports and athletics, leisure pursuits and other creative modes of living.

(vii)   Competencies relating to ' learning to learn'

Empowering individuals to learn independently and to be sensitive and successful in responding to and managing change through a transformative process, in a rapidly changing, complex and interdependent world.

Aims of the Subject Art

1. Development of powers of appreciation based on the curriculum.

2. Development of creative thinking and creative skills.

3. Improving of attitudes and skill needed for meaningful life.

4.Identification of the uniqueness of local and foreign cultures.

5. Development of critical powers.

6. Development of personality capable of facing the challenges of the future world of work.

Competency	Competency Level	Subject Content	Learning Outcomes	No. of Periods

01 Composes paintings under environment related themes.	1.1 Line drawings based on the environment.
	
	1.2 Composes pictures based on the natural and built environment.
		■ Line drowings
		  • Study of the Environment
		    - Human postures
		    - Animal postures
		    - Arboreal and other shapes in the environment.
		    - Created objects.
		
		■ Elements of composition
		  • Lines
		  • Shapes/Form
		  • Ues of colours
		  • Use of the Surface
		■ Principles of composition
		  • Scale and Volume
		  • Perspective
		  • Three dimensional
		  • Balance
		  • Expression
		  • Creative finising
		■ Different media and techniques.
		  • Collage
		  • Pastel
		  • Water colours
			• Exhibits skills of line- drawing human, animal and other shapes in the environment.
			
			• Composes pictures using various medium and techniques based on the natural as well as the created environment.
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2.0 Drawing objects that exist in the environment in composite form.	2.1 Draws, using lines, simple geometric shapes.	■ Studies of line of the geometric shapes
		  • Different qualities of the line.
		  • Light and shade
		  • Three dimensional qualities
		  • Geometric shapes
		    - Sphere - Cylinder
		    - Cube & Cuboid - Cone
			• Draws geometrical shapes and colours in pencil.
			
			• Draws in pencil so as to highlight the features of various plant parts.
			
			• Formally uses the various characteristics of line, light and shade and 3D qualities
				06

Competency	Competency Level	Subject Content	Learning Outcomes	No. of Periods
	2.2 Draws, using lines, different parts of trees and natural forms	■. Studies of line of the natural form and different parts of trees • Different parts of trees • Natural form		
3.0 Engaged in designs for applied needs	3.1 Creates decorations using basic colours / primary colours. 3.2 Colours simple geometrical shapes using secondary colours. 3.3 Designs utilitarian article and colours them.	■ Basic colours ■ Various decorations ■ Secondary colours ■ geometrical shapes • Circle • Triangle • Square • Rectangle ■ Basic colours ■ Secondary colours ■ article • Gift packs • Toys • Pencil holders	• Uses primary colours and secondary colours. • Draws simple geometrical shapes as well as natural shapes and colours them. • Creates utilitarian objects and material. • Acts with decorum. • Finishes an activity systematically.	16
4.0 Creates graphics for needs of production and services.	4.1 Uses block Print method for utilitarian and service needs. 4.1 Uses Stencil print method for utilitarian and communication needs.	■ Needs ■ Designs ■ Matching ■ Balance ■ Colour media ■ Suitability for printing ■ Creativeness ■ Simple printing techniques • Block Printing • Stencil printing	• Acquires ability to use block printing and obtain print copies for applied and communication needs. • Exhibits skills of stencil printing and obtaining for applied and communication purposes.	14

Competency	Competency Level	Subject Content	Learning Outcomes	No. of Periods

5.0 Creates sculptures and carvings using various media.	5.1 Creates sculptures using techniques of modeling and assembling.
	
	5.2 Creates mobiles sculptures using various media
		■ Modeling techniques
		■ Assembling techniques
		  • Modeling and assembling of simple shapes.
		  • Use of Soft media
		
		■ Different techniques of mobiles sculptures
		  • Simple shapes
		  • Different media
		  • Creativeness
		  • Balance & Motion
			• Uses techniques of molding and assembling.
			
			• Molds simple shapes.
			
			• Builds various shapes using various material.
			
			• Involves oneself in creation using soft medium.
			
			• Functions systematically with decorum.
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6.0 Studies religious and cultural features, contemporary works of visual works of selected local and foreign artists and makes use of their qualitative aspects for appreciation and development of creativity.	6.1 Appreciates artistic aspects to be seen in various religious and national festivals.	■ Buddhist
		  • Pictorial items related to the Wesak festival
		■ Hindu
		  • Pictorial items related to the Thaipongal festival .
		
		■ Islam
		  • Pictorial items related to the Ramzan festival
		
		■ Christian
		  • Pictorial items related to Christmas.
			• Identifies various religious occasions and names them.
			
			• Describes basic features of religious festivals.
			
			• Analyses the special identity of cultural items.
			
			• Derives the ability to identify different influences brought to bear upon religious festivals.
				04

Competency	Competency Level	Subject Content	Learning Outcomes	No. of Periods

7.0 Investigates the aesthetic qualities of local and foreign historical paintings, sculptures, carvings and architecture creations based on self made/ designed creations.	7.1 Studies artistic items that originated as the result of various religious influences.
	
	7.2 Studies local traditional decorations.
		■ Elements and artistic qualities.
		• Buddhist - Stupa
		• Hindu - kovil
		• Islam - Mosque
		• Christian - Church
		
		■ Creative basis of Sinhala decorations
		• Practice
		  - Yatiporuwa
		  - wakadeka
		  - Liyapatha
		  - Thiringithalaya
		• Use of colours
		
		■ Principles of decorations
		• classification
		• Divine (divya)
		• Animal (sattwa)
		• Plant (udbhida)
		• Inanimate (nirjeewi)
		
		■ Decorations that belong to non-living forms
		• Arimbuwa
		• Galbinduwa
		• Kundirikkan
		• Panava
		• Thanipotalanuwa
		• Depotalanuwa
			• Identifies various features of religious art.
			
			• Students and artistic features.
			
			• Names the features that are culturally different.
			
			• Identifies and classifies special features of local traditional decorative designs.
				14