



ART

Syllabus

Grade 10

(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 1 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 competencies in the Art syllabus. In subjective competencies, five competences have been devoted for practical activities 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 learning-teaching process of the school.

New competency levels were developed for the basic exercises 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 models. It is expected to ensure acquisition of knowledge regarding appreciation and the History of Art as well as to provide the opportunity for the acquisition 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)

Basic Competencies

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.

(Extracted from : National Education Commission report, 2003)

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	Nb. of Periods
01 Composes paintings under environment related themes.	<p>1.1 Studies the environment that includes human and animal figures broadly and composes paintings.</p> <p>1.2 Composes pictures based on traditional art qualities of the up-country tradition of the Kandy period.</p>	<ul style="list-style-type: none"> ■ Human and animal activities related to the environment. ■ Various aspects of the environment ■ Use of the basic Art theories of composition <ul style="list-style-type: none"> • Scale and volume • Perspective • Three dimensional qualities • Balance • Power of expression • Creative finishing ■ Various techniques of the use of the colour medium ■ Various art style ■ Use of the traditional Art theories of composition <ul style="list-style-type: none"> • Scale and volume • two dimensional qualities • Balance • Power of expression • Creative finishing ■ Use of line ■ Use of colours and techniques ■ Use of surface 	<ul style="list-style-type: none"> • Composes pictures containing human and animal from using principles of art. • Composes new creative pictures using artistic up-country features of the Kandy Period. 	16
2.0 Drawing objects that exist in the environment in composite form.	2.1 Observes & draws various natural and created objects form.	<ul style="list-style-type: none"> ■ Studies of line of the various natural & created objects <ul style="list-style-type: none"> • Different qualities of the line. • Light and shade • Three dimensional qualities 	<ul style="list-style-type: none"> • Sketch drawing of natural and created objects to observe the diversity • Composes collections of objects using proportion and perspective correctly to suit the surface. 	16

Competency	Competency Level	Subject Content	Learning Outcomes	No. of Periods
	2.2 Composition of natural and created object form.	<ul style="list-style-type: none"> ■ Use of the basic theories of composition <ul style="list-style-type: none"> • Scale and volum • Perspective • Three dimensional qualities and • Light and shade • Balance ■ Use of surface ■ Texture (nature of surface) ■ Use of colours & techniques <ul style="list-style-type: none"> • Water colours • Pastel • Mix medium 	<ul style="list-style-type: none"> • Colours so as to bring out the native and three-dimensionality of objects as appropriate to different colours medium. • Uses independent style of colouring with excellence. • Involves oneself in creation using-theatrical subject matter correctly. • Subject creation evaluation and appreciation based on standard assessment criteria. 	
3.0 Involves oneself in design for utilitarian requirements.	<p>3.1 Creates modern goods for utilitarian needs using latest concepts of design.</p> <p>3.2 Creates extended decorations for utilitarian needs using modern design concepts.</p>	<ul style="list-style-type: none"> ■ Utilitarian needs ■ Basic principles of design <ul style="list-style-type: none"> • Balance • Rhythm • Unity ■ Design concepts ■ Creative shapes ■ Three dimensional drawings & Two dimensional drawings <ul style="list-style-type: none"> • Banderole • Lamp • Electric lamp shades ■ Motif - Unit of decoration ■ Colours ■ Textile designs <ul style="list-style-type: none"> • For children • For adults 	<ul style="list-style-type: none"> • Use modern concepts of decoration in the creation of goods and decorations. • Involves oneself in creation related to the natural environment. • Acts with decorum in day to day life. • Methodically finishes tasks entrusted to one. 	12

Competency	Competency Level	Subject Content	Learning Outcomes	Nb. of Periods
	3.3 Creates goods and decorations using natural shapes and colours.	<ul style="list-style-type: none"> ■ Utilitarian goods ■ Natural shapes <ul style="list-style-type: none"> • Motif - Creative decoration units ■ Use of Colours for natural shapes <ul style="list-style-type: none"> • Colour scheme • Extended decoration using motifs of flowers and leaves 		
4.0 Creates Graphics for production and service needs.	<p>4.1 Creates Graphics for various production and service needs.</p> <p>4.2 Creates illustrations suitable for songs / poems /blank verses etc.</p>	<ul style="list-style-type: none"> ■ Need ■ Design ■ Suitability for printing purposes ■ Communicative ■ Creative letters ■ Colour medium <ul style="list-style-type: none"> • Wrappers • Logos • Invitation cards ■ Nature of illustrations <ul style="list-style-type: none"> • Line drawing • Shapes • Colours 	<ul style="list-style-type: none"> • Creates creative wrappers, logos, invitations contains with creative lettering and communicative meaning suitable for printing for the dissemination of various products and services. • Creates illustrations suitable for songs, poems, blank verse etc. 	08
5.0 Creates sculptures and carvings using various medium.	5.1 Creates relief carvings using creative shapes.	<ul style="list-style-type: none"> ■ Creation of creative carvings using creative forms <ul style="list-style-type: none"> • Various medium • Suitability • Compression • Creativeness 	<ul style="list-style-type: none"> • Creates relief carvings compressing of creative forms. • Uses various medium for creative purposes. • Acts with decorum and system. 	06

Competency	Competency Level	Subject Content	Learning Outcomes	Nb. of Periods
	5.2 Creates a human head using moulding techniques.	<ul style="list-style-type: none"> ■ Creation of human head. <ul style="list-style-type: none"> • Various medium • Suitability • Compression • Creativeness 	<ul style="list-style-type: none"> • Makes use of techniques of molding. • Using understanding of medium in making creations. 	
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 the work of selected local artists.	<ul style="list-style-type: none"> ■ Study of artistic qualities and composition methods, topic, influence, style, expression of mood, techniques and medium <ul style="list-style-type: none"> • M. Sarlis <ul style="list-style-type: none"> - Prince Suddhartha and Maha Prajapathi Gothami - Treading upon flowers • Solias Mendis <ul style="list-style-type: none"> - Hemamala and Prince Dhantha bringing the tooth relic. - Venerable Nun Sanghamitta bringing the sacred bosapling. • George keyt <ul style="list-style-type: none"> - Defeat of Mara (Gotami vihara, Borella) - The Naika paintings • David Painter <ul style="list-style-type: none"> - Washing of the disptes - Victorious in to jeruselum • Thawadithurei Sami <ul style="list-style-type: none"> - White rooster - The priest and god Ghanapathi 	<ul style="list-style-type: none"> • Acquires ability to recognize the specialties of the religious creations of modern local artists. • Comparatively analyses the influences that affected painting traditions. • Describes the elements and principles of new religion painting traditions. • Derives inspiration for creation based on modern work of art. 	10

Competency	Competency Level	Subject Content	Learning Outcomes	No. of Periods
	6.2 Appreciates the work of Art of selected foreign Artists.	<ul style="list-style-type: none"> • Periyathammbi Subramaniam <ul style="list-style-type: none"> - Agasthiyar and Vinayagar - Chasing of Walli by elephant • Leonardo da Vinci <ul style="list-style-type: none"> - Vingin on the Rock - The Last Supper - Monalisa • Michael Angelo <ul style="list-style-type: none"> - Creation of Adam - Last Judgement - The Pieta - David • Raphael Santier <ul style="list-style-type: none"> - School of Athens - Madonna Paintings <ul style="list-style-type: none"> - Madonna of the Meadow - Madonna Della Sedia 	<ul style="list-style-type: none"> • Analyses the influences of social background of Renaissance Art. • Comparatively analyses the creations of Renaissance artists. • Acquires the ability of evaluating and appreciating work of art. 	

Competency	Competency Level	Subject Content	Learning Outcomes	Nb. of Periods
7.0 Investigates the aesthetic qualities of local and foreign historical paintings, sculptures carving and architecture creations based on self made /designed creations.	7.1 Studies architecture, paintings, sculptures and carvings of the Gampola period.	<ul style="list-style-type: none"> ■ Study of the historical back ground, topic, style, influence, medium and techniques <ul style="list-style-type: none"> • Gadaladeniya Vihara and Lankatilleke Vihara <ul style="list-style-type: none"> - Architecture - Carvings - Frescoes - Sculptures • Artists <ul style="list-style-type: none"> - Ganeswaracharya - Sthapathirasar • Embekke Devalaya <ul style="list-style-type: none"> - Architecture - Carvings • Artists <ul style="list-style-type: none"> - Delmada Mulacharya 	<ul style="list-style-type: none"> • Describes the history the carvings, paintings, carvings and architecture of the Gampola period. 	12
	7.2 Studies architecture, paintings, statues and carvings of the up-country tradition of the Kandy periods.	<ul style="list-style-type: none"> ■ Study of the historical back ground, topic, style, influence, medium and techniques <ul style="list-style-type: none"> • Temple of the Tooth Relic, • Tempita Vihara of Medawala • Degaldoruwa Rajamaha Vihara • Dambulu Viharaya <ul style="list-style-type: none"> - Architecture - Carvings - Frescoes - Sculptures 	<ul style="list-style-type: none"> • Identifies the specialties of traditional architecture, paintings, carvings and statues of the up-country tradition of the kandy period • Involves oneself in creation based on them. 	

Competency	Competency Level	Subject Content	Learning Outcomes	No. of Periods
	7.3 Studies sculptures and carvings of the Indian tradition of the Indu valley civilization.	<ul style="list-style-type: none"> • Artists <ul style="list-style-type: none"> - Nilagama Jeevan Naide and descendant artists. (Dambulla) - Devaragampola Silvattenne (Degaldoruwa) - Devendra Mulacharya (Pattirippuwa) ■ Study of the historical background, topic, style, medium and techniques, expression of mood, composition method and artistic qualities of the Indu valley civilization • Creation of sculptures <ul style="list-style-type: none"> - Priest - Dancing figure - Torsos • Creation of Seals <ul style="list-style-type: none"> - <i>Pashupathi</i> seal (Siva) - Oxen seals 	<ul style="list-style-type: none"> • Studies the artistic features of the artistic creations belonging to the Indu valley civilization. 	

Competency	Competency Level	Subject Content	Learning Outcomes	No. of Periods
	7.4 Studies Egyptian and Greek work of Art.	<ul style="list-style-type: none"> ■ Study of the historical background, topic, style, medium and techniques, expression of mood, composition method and artistic qualities • Egyptian Sculptures <ul style="list-style-type: none"> - Nefertiti - The Scribe - Sphinx • Egyptian paintings <ul style="list-style-type: none"> - Geese of Meidum - Fowling scene • Greek Sculptures <ul style="list-style-type: none"> - Venus de Melos - Discobolus - Hermese and Dionysus - Athena Parthenos - Laocoon 	<ul style="list-style-type: none"> • Comparatively analyses the specialties of the Egyptian and Greek work of Art. 	