



آغا خان یونیورسٹی ایگزامینیشن بورڈ
AGA KHAN UNIVERSITY EXAMINATION BOARD

Secondary School Certificate
Examination Syllabus

Art & Model Drawing

Grades IX - X

(based on National Curriculum 2009)

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**Secondary School Certificate
Examination Syllabus**

**ART AND MODEL DRAWING
GRADES IX-X**

**This syllabus will be examined in
May Examination session from
May 2021 for Grade IX and May 2022 for Grade X**

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Preface

Established in 2002 through Ordinance CXIV, the Aga Khan University Examination Board (AKU-EB) is Pakistan's first private autonomous examination body for secondary (SSC) and higher secondary (HSSC) school certifications. Its vision is to be a model of excellence and innovation in education in Pakistan and the developing world.

One of the ways in which AKU-EB achieves its vision is by developing syllabi which inculcates conceptual thinking and higher order learning skills based on the National Curriculum. The AKU-EB revises its syllabi every 4 years so that they continue to meet the needs of students, teachers and examiners.

The aims of the current syllabus review of SSC and HSSC in 2016 were to:

- Ensure continued compatibility with the goals of the National Curriculum of Pakistan.
- Review the content for inclusion of new knowledge and deletion of obsolete knowledge.
- Review the content for clarity and relevance as per the changing needs of students, teachers and examiners.
- Enhance and strengthen continuation and progression of content both within and across grades IX - XII (SSC and HSSC).
- Ensure the readiness of students for higher education.

During this syllabus review, the needs of all the stakeholders were identified through a needs-assessment survey. Students and teachers of AKU-EB affiliated schools from across Pakistan participated in the survey. Thereafter, a revision panel, which consisted of examiners, teachers of affiliated and non-affiliated schools, teacher trainers and university academics, reviewed and revised the syllabus following a planned, meticulous and standardised syllabi review process.

The syllabus is organised into topics and subtopics. Each subtopic is further divided into achievable student learning outcomes (SLOs). The SLOs of the cognitive domain are each assigned a cognitive level on which they have to be achieved. These cognitive levels are 'knowledge', 'understanding' and 'application', the latter also including other higher order cognitive skills. This is followed by the Exam Specifications which gives clear guidance about the weightage of each topic and how the syllabus will be assessed.

The development of the revised syllabus has been made possible by the creativity and relentless hard work of Curriculum and Examination Development unit and the constant support provided by all the other units of AKU-EB. We are particularly thankful to Dr Sohail Qureshi for his very useful feedback on revising the syllabus review process, to Dr Naveed Yousuf for his continued guidance and support throughout the syllabus revision process and to Raabia Hirani for leading the syllabi revision. We are also thankful to all the students and teachers who took part in the needs-assessment survey and to the principals of AKU-EB affiliated schools who made this endeavour possible by facilitating and encouraging their teachers to be a part of the survey and the syllabus revision panel.

With your support and collective hard work, the AKU-EB has been able to take the necessary steps to ensure effective implementation of the National Curriculum of Pakistan through this syllabus. We are confident that this syllabus will continue to provide the support that is needed by students to progress to the next level of education and we wish all the best to students and their teachers in implementing this syllabus.



Dr Shehzad Jeeva

Director, Aga Khan University Examination Board

Assistant Professor, Faculty of Arts and Sciences, Aga Khan University

Introduction to AKU-EB Syllabi

1. The Aga Khan University Examination Board (AKU-EB) has a mandate by Ordinance CXIV of 2002 ‘to test the attainment of the objectives of the national curriculum, for the purpose of enhancing student learning, and to do all such things that may be considered appropriate for the improvement of education in respect to teaching and learning, institutional effectiveness and all things ancillary and incidental thereto’.
2. The AKU-EB syllabi are an important tool in the achievement of this mandate. These syllabi are based on the latest National Curriculum of Pakistan and the National Scheme of Studies. The syllabi bring together all those cognitive outcomes of the National Curriculum statement which can be reliably and validly assessed. Moreover, the syllabi aim to achieve the pedagogically desirable objectives of the National Curriculum which encourage ‘observation, creativity and other higher order thinking skills’, better meeting the needs of the students of the twenty-first century.
3. The syllabi guide the students, teachers, parents and other stakeholders regarding the topics that will be taught and examined in each grade (IX, X, XI and XII). In each syllabus document, the content progresses from simple to complex, thereby, facilitating a gradual, conceptual learning of the content.
4. The topics of the syllabi are divided into subtopics and **student learning outcomes (SLOs)**. The subtopics and the SLOs define the depth and the breadth at which each topic will be taught, learnt and examined. It complements the national curriculum by providing enabling SLOs where needed to scaffold student learning.
5. Each SLO starts with an achievable and assessable **command word** such as describe, relate, evaluate, etc. The purpose of the command words is to direct the attention of teachers and students to specific tasks that the students are expected to undertake in the course of their subject studies. The examination questions are framed using the same command words or their connotations to elicit evidence of these competencies in students’ responses.
6. The SLOs are classified under three **cognitive levels**: knowledge (K), understanding (U) and application and other higher order cognitive skills (A) for effective planning during teaching and learning and deriving multiple choice questions and constructed response questions on a rational basis from the subject syllabi, ensuring that the intentions of the national curriculum are also met during examinations.
7. By focusing on the achievement of the SLOs, these syllabi aim to counter the culture of rote memorisation as the preferred method of examination preparation. While suggesting relevant, locally available textbooks for achieving these outcomes, the AKU-EB recommends that teachers and students use multiple teaching and learning resources for achieving these outcomes.

8. The syllabi follow a uniform layout for all subjects to make them easier for students and teachers to follow. They act as a bridge between students, teachers and assessment specialists by providing a common framework of student learning outcomes and **exam specifications**.
9. On the whole, the AKU-EB syllabi for Secondary School Certificate (SSC) provide a framework that helps students to acquire conceptual understanding of the content of the National Curriculum and learn to critically engage with it. This lays a solid foundation for HSSC and beyond.

Aims/ Objectives of the National Curriculum (2009)¹

1. Encourage students to express the relationship between their intellect and emotions.
2. Develop students' understanding and practicing of the skills of creating, involving imagination, observation and analytical abilities, thereby, refining their aesthetic sense and appreciation of art and beauty.
3. Prepare students with a sound base in skills and knowledge of Art, as well as, of Design and Craft which are prerequisites for many vocations, crafts, sciences, other subjects and the industry.
4. Provide them a better chance to get absorbed in the craft industry and in vocations related to and dependent upon knowledge and skills of Art, Craft and Design.
5. Imbibe in the students, a sense of creativity and critical appreciation that would stand them in good stead in their social context.
6. Strengthen life skills education in selected areas such as time management, presentation and exhibition skills, awareness to possible career opportunities and growth as independent learners.

¹ These objectives have been extracted from the *National Curriculum document 2009* (p.1) issued by the Ministry of Education, Government of Pakistan, Islamabad

Subject Rationale of AKU-EB Art and Model Drawing

What will you learn in AKU-EB Art and Model Drawing?

Art defines not only the environment around us but also within us. It reflects an individual's thoughts and perspective with the help of colours and symbols. The subject explicitly develops observation, hand and eye coordination but at the same times subtly teaches balance, collaboration, pluralism, appreciation etc.

The purpose of this syllabus is to guide/ assist the students through the essential knowledge regarding tools and techniques and its application in illustrations, composition, still life and portrait making. Furthermore, the students are also taken through the history of Art which leads them to observe, evaluate and appreciate the knowledge of essentials with the finished products which are part of our society throughout different time periods. Art require measurement, number manipulation, and proportional thinking, all of which foster logical thinking as well. Students can examine conflict, power, emotion, and life itself.

The essence is to teach them to value history and the symbolism that art brings to our society enabling artists to represent and shape the society in terms of its structure and perceptions. The power of the art is in its wondrous ability to give us joy, help us understand tragedy, promote empathy, and make the written word come alive.

Where will it take you?²

Art and Model Drawing provides ideal choices for careers in

- Advertising industry and marketing (advertiser, graphic designer, boutique)
- Entertainment industry (animators, graphic designers, cartoonists, digital animators, etc.)
- Decorator and designer
- Industrial designing
- Fashion and textile designing
- Education sector (teaching and administration)

How to approach the syllabus?

The topics and the student learning outcomes (SLOs) guide regarding the details about what has to be achieved. And finally, the exam specifications guide regarding what will be expected in the examination.

² Students may be required to study others subject alongside in order to qualify for graduate studies in these fields.

Student Learning Outcomes of AKU-EB SSC Art and Model Drawing Syllabus

Part I (Grade IX)

Topics and Sub-topics	Student Learning Outcomes		Cognitive Level ³		
			K	U	A
1. Fundamentals of Drawing, Painting, and Design	Students should be able to:				
1.1 Introduction to Art and Craft	1.1.1	describe the terms, 'art' and 'craft';		*	
	1.1.2	explain different branches of art <ul style="list-style-type: none"> Fine Art <ul style="list-style-type: none"> Painting Sculpture Architecture Applied Art/ Craft <ul style="list-style-type: none"> Performing arts Traditional crafts; 		*	
	1.1.3	discuss the scope of studying Art and Model Drawing as a subject;		*	
1.2 Materials, Mediums and Techniques <ul style="list-style-type: none"> Different Types of Paper Graphite (pencil) Charcoal/ Crayon (dry and oil pastels) Poster Colour Pen and Ink 	1.2.1	identify the materials mentioned in sub-topic 1.2;		*	
	1.2.2	differentiate among the given materials, mediums and techniques in terms of their usage;		*	
	1.2.3	explore the limitations associated with the use of each given material;			*
	1.2.4	use materials and tools that are appropriate to the assigned task;			*
	1.2.5	explore different paintings with similar mediums;			*

³ K = Knowledge, U = Understanding A= Application and other higher-order cognitive skills.

Topics and Sub-topics	Student Learning Outcomes		Cognitive Level		
			K	U	A
	Students should be able to:				
1.3 Observation and Perception	1.3.1	differentiate between perception and observation;		*	
	1.3.2	describe the five steps of perception; <ul style="list-style-type: none"> • Looking • Seeing what is looked at • Understanding what one sees • Learning from what one understands • Relating to what one has learned; 		*	
	1.3.3	define visual activity, i.e. the ability to measure with eyes;	*		
	1.3.4	demonstrate the visual activity.			*

FOR EXAMINATION IN MAY 2021 AND ONWARDS

Topics and Sub-topics		Student Learning Outcomes		Cognitive Level		
				K	U	A
2. Creativity and Artistic Expressions		Students should be able to:				
2.1 Elements of Art and Principles of Design	<ul style="list-style-type: none"> Elements of Art <ul style="list-style-type: none"> Line Shape Form Space Colour Value Texture Perspective Principles of Design <ul style="list-style-type: none"> Balance Repetition Contrast Emphasis Movement Perspective Composition 	2.1.1	describe the elements of art and principles of design;		*	
		2.1.2	explain the relationship between elements of art and principles of design;		*	
		2.1.3	distinguish between the characteristics and functions of: <ul style="list-style-type: none"> horizontal and vertical line decorative and descriptive art symmetrical and asymmetrical design; 		*	
			2.1.4 identify the objects in terms of organic and inorganic shapes;		*	
			2.1.5 differentiate between <ul style="list-style-type: none"> 2D and 3D forms of art Hue and Tones Natural and Man-Made Textures One Point and Two Point Perspectives; 		*	
		2.1.6	describe gradation in terms of value;		*	
		2.1.7	explore physical and symbolical perspectives of elements of art;			*
		2.1.8	explore the different elements of art with the materials given in Sub-topic 1.2;			*
		2.1.9	apply the given elements of art and principles of design in drawing.			*

Topics and Sub-topics	Student Learning Outcomes		Cognitive Level		
			K	U	A
3. Art Appreciation	Students should be able to:				
3.1 Art as Visual Art and Applied Art <ul style="list-style-type: none">• Still Life• Portrait• Landscape (interior of room, bird's eye view, nature study)	3.1.1	explore the techniques used by different artists in different time periods while working on the given forms of art;			*
	3.1.2	list different artworks of different artists using the given forms;	*		
	3.1.3	identify different drawing techniques <ul style="list-style-type: none">• Line/ contour drawing• Gesture drawing• Volume drawing• Tonal drawing• Detailed drawing;		*	
	3.1.4	draw with acquired knowledge of materials, mediums, techniques and elements of art and principles of design <ul style="list-style-type: none">• Still Life (objects, natural and manmade)• Landscapes (interior of room, bird's eye view, nature study)• Portrait (faces and expression of people);			*

Topics and Sub-topics		Student Learning Outcomes		Cognitive Level		
				K	U	A
		Students should be able to:				
3.2	Art Criticism <ul style="list-style-type: none"> Listed Artworks <ul style="list-style-type: none"> Architecture: <ul style="list-style-type: none"> Mohenjodaro Julain Monastery Lahore Fort in Mughal Era Badshahi Mosque Quaid-e-Azam Masoleum Minar-e- Pakistan Paintings <ul style="list-style-type: none"> Ajanta caves Mughal Minatures Calligraphy <ul style="list-style-type: none"> Traditional geometric and cursive calligraphy 	3.2.1	evaluate the listed artworks' artistic merit using related information such as <ul style="list-style-type: none"> Name of the artist Title of artwork Time (year/ period) Medium of artwork Influences on artwork Content of the artwork Factors that make the artwork unique; 			*
		3.2.2	categorise the listed artwork given in the sub-topic 3.2 on historical and cultural timeline to trace the development of different forms of art;		*	
		3.2.3	analyse the impact of elements of art and principles of design in the listed artworks;			*
		3.2.4	interpret the meaning of symbols and images as used to express ideas, feelings, social and political themes in the listed artworks;			*
		3.2.5	discuss the importance of works of art and appreciate their contribution to the world we live in;		*	
		3.2.6	compare the purpose of art with respect to time periods;		*	
		3.2.7	relate symbolism and use of art in your surrounding environment with the history of art;		*	
		3.2.8	compare the listed artwork with that of modern-day art;		*	
		3.2.9	develop the relationship between the past and present with respect to the listed artworks given in sub-topic 3.2.			*

Topics and Sub-topics	Student Learning Outcomes		Cognitive Level		
			K	U	A
4. Life Skills through Art Education	Students should be able to:				
4.1 Project Work	4.1.1	explore the historical knowledge associated with any of the listed artwork in groups/ individually;			CA ⁴
	4.1.2	present the historical knowledge in front of the class;			CA
	4.1.3	create an artwork using the selected artwork as inspiration with the mentioned mediums and techniques in the syllabus.			CA

FOR EXAMINATION IN MAY 2021 AND ONWARDS

⁴ CA = Classroom Activity, not to be assessed under examination conditions

Part II (Grade X)

Topics and Sub-topics		Student Learning Outcomes		Cognitive Level		
				K	U	A
5. Fundamentals of Drawing, Painting and Design		Students should be able to:				
5.1 Materials, Mediums and Techniques <ul style="list-style-type: none">Acrylic ColoursWater ColoursCollage (Paper)	5.1.1	identify the materials given in sub-topic 5.1;		*		
	5.1.2	differentiate among the given materials, mediums and techniques in terms of their usage;		*		
	5.1.3	explore the limitations of each of the given material;			*	
	5.1.4	use the given materials, mediums and tools as appropriate to the assigned task;			*	
	5.1.5	explore different paintings with similar mediums.			*	
6. Creativity and Artistic Expressions		Students should be able to:				
6.1 Elements of Art and Principles of Design <ul style="list-style-type: none">Elements of Art<ul style="list-style-type: none">LineShapeFormSpaceColourValueTexturePerspectivePrinciples of design<ul style="list-style-type: none">BalanceRepetitionContrastEmphasisMovementPerspectiveComposition	6.1.1	explore the different elements of art with the materials given in topic 5;			*	
	6.1.2	apply the elements of art and principles of design in creating design given in topic 5.			*	

Topics and Sub-topics	Student Learning Outcomes	Cognitive Level			
		K	U	A	
7. Art Appreciation	Students should be able to:				
7.1 Art as Visual Art and Applied Art <ul style="list-style-type: none">• Lettering• Logo• Illustration (poetry and prose)• Poster• Life drawing proportions with model	7.1.1	state the objectives of a poster <ul style="list-style-type: none">• to announce an event• to launch or sell a product• to promote a campaign• to inculcate an awareness of social values;	*		
	7.1.2	describe the terms ‘caption ‘and ‘slogan’ and its importance in conveying the message;		*	
	7.1.3	differentiate between an illustration and a painting;		*	
	7.1.4	demonstrate the understanding of the <ul style="list-style-type: none">• structure of skull• facial proportions;			*
	7.1.5	draw the components of a portrait (eyes, lips, nose and ears) separately and in conjunction of a face;			*
	7.1.6	draw the frontal view, profile and three-quarter view of a face with various expressions;			*
	7.1.7	discuss the different proportions used for human drawing with respect to Art history;		*	
	7.1.8	explore the anatomy of the Urdu (Arabic and Persian) and English alphabets to manipulate them creatively;			*
	7.1.9	explore different examples of lettering in newspapers, magazines, other print media and works of calligraphers;			*
	7.1.10	apply expressive lettering innovatively;			*
	7.1.11	explore the techniques used by different artists in different time periods while working on the given forms;			*
	7.1.12	identify different artworks of different artists using the given forms;		*	

Topics and Sub-topics	Student Learning Outcomes		Cognitive Level		
			K	U	A
	Students should be able to:				
	7.1.13	draw with acquired knowledge of materials, mediums, techniques and elements of art and principles of design <ul style="list-style-type: none"> • Lettering (Urdu (Arabic)/ English) • Logo (with its explanation) • Illustration (poetry and prose) • Poster • Life drawing proportion with model; 			*
7.2 Art Criticism <ul style="list-style-type: none"> • Listed Artworks • Sculpture: <ul style="list-style-type: none"> ○ Indus seals ○ King Priest ○ Fsting Budha from Gandhara ○ Chaukandi graves ○ Makli Hills • Pottery: <ul style="list-style-type: none"> ○ Mehargarh ○ Indus Valley ○ Glazed Pottery • Metal Craft <ul style="list-style-type: none"> ○ Indus Dancing Girl ○ Coins 	7.2.1	evaluate the listed artworks given in topic 7 artistic merit using related information such as <ul style="list-style-type: none"> • Name of the artist • Title of artwork • Time (year/ period) • Medium of artwork • Influences on artwork • Content of artwork • Factors that make artwork unique; 			*
	7.2.2	categorise the listed artwork given in topic 7 on historical and cultural timeline to trace the development of different forms of art;		*	
	7.2.3	analyse the impact of elements of art and principles of design in the listed artwork;			*
	7.2.4	interpret the meaning of symbols and images as used to express ideas, feelings, social and political themes in their listed artwork;			*
	7.2.5	recognise the importance of works of art and appreciate their contribution to the world we live in;		*	

Topics and Sub-topics	Student Learning Outcomes		Cognitive Level		
			K	U	A
	Students should be able to:				
○ Armour	7.2.6	compare the purpose of art with respect to time periods;		*	
	7.2.7	relate symbolism and use of art in your surrounding environment with the Art history;			*
	7.2.8	compare the listed artwork given in topic 7 with that of the modern-day art;		*	
	7.2.9	develop the relationship between the past and present with respect to the listed artwork given in topic 7.			*
	Students should be able to:				
8.1 Project Work	8.1.1	explore the historical knowledge associated with any of the listed artworks given in topic 7 in groups/ individually;			CA
	8.1.2	demonstrate the historical knowledge in front of the class;			CA
	8.1.3	create a poster for the promotion/ awareness of the selected listed artworks using with the mentioned mediums and techniques in the syllabus.			CA

Summary of Student Learning Outcomes (SLOs)

Grade IX

Table 1: Number of Student Learning Outcomes by Cognitive level

Topic No.	Topic	No. of Sub-Topics	SLOs			Total SLOs
			K	U	A	
1.	Fundamentals of Drawing, painting, and Design	03	01	07	04	12
2.	Creativity and Artistic Expressions	01	01	05	03	09
3.	Art Appreciation	02	01	06	06	13
Total		06	3	18	13	34
Percentage			9	53	38	100

Grade X

Table 2: Number of Student Learning Outcomes by Cognitive level

Topic No.	Topic	No. of Sub-Topics	SLOs			Total SLOs
			K	U	A	
5.	Fundamentals of Drawing, painting and Design	01	-	02	03	05
6.	Creativity and Artistic Expressions	01	00	00	02	02
7.	Art Appreciation	02	02	07	13	22
Total		04	02	09	18	29
Percentage			7	31	62	100

Scheme of Assessment

Grade IX

Table 3: Exam Specification

Topic No.	Topic	Marks Distribution			Total Marks
		MCQs	ERQs	Portfolio	
1.	Fundamentals of Drawing, Painting, and Design	04	2 *ERQs @ 20 marks will be asked from (Choose any ONE ERQ from any TWO)	5 pieces of artwork to be submitted at the time of examination which represents all the medium (submission of work created under 8.1.3 is mandatory)	
2.	Creativity and Artistic Expressions	08			
3.	Art Appreciation	08			
Total		20	40	15	75

Grade X

Table 4: Exam Specification

Topic No.	Topic	Marks Distribution			Total Marks
		MCQs	ERQs	Portfolio	
5.	Fundamentals of Drawing, painting and Design	04	2 *ERQs @ 20 marks will be asked from (Choose any ONE ERQ from any TWO)	5 pieces of artwork to be submitted at the time of examination which represents all the medium (submission of work created under 8.1.3 is mandatory)	
6.	Creativity and Artistic Expressions	08			
7.	Art Appreciation	08			
Total		20	40	15	75

- * Extended response questions (ERQs) will require answers will assess skills and techniques of art & model drawing.
- Tables 1 and 2 indicate the number and nature of SLOs in each topic in grades IX and X respectively. This will serve as a guide in the construction of the examination paper. It also indicates that more emphasis has been given to the Understanding (53% in IX and 31% in X), Application and higher order skills (38% in IX and 62% in X) to discourage rote memorization. Tables 1 and 2, however, do not translate directly into marks.
- There will be two examinations, one at the end of grade IX and one at the end of grade X.
- In each grade, the theory paper will be in two parts: paper I and paper II. Both papers will be of duration of 3 hours and 30 minutes.
- Paper I theory will consist of 20 compulsory, multiple choice items. These questions will involve four response options.
- Paper II theory will carry 55 marks and consist of 2 questions for assessing the skills and techniques of fine arts. Each question will be presented in an ‘either/ or’ form.
- The questions will be attempted on a drawing sheet provided separately at the time of examination.
- Candidates are expected to submit a portfolio, which will carry several types of illustration/ artwork produced by the candidate throughout the year.
 - Submission of portfolio is compulsory for all candidates. The assessment of portfolio aims to reflect the artistic development of the candidate based on a selection of his/ her artwork over a period of time. For each candidate, 5 pieces of artwork in various media will be required.
 - Portfolio should comprise of work of different media practiced during the school year.
 - The portfolio should be the candidates’ own work.
 - Returning or retaining the artwork sent as portfolio will be the prerogative of the AKU-EB.

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- **Romila Kareem**
Associate Professor/ Head of Academics, Karachi School of Art, Karachi
- **Mariam Asim**
Pepperdine School, Skardu
- **Naheed Afridi**
Associate Professor, Karachi School of Art, Karachi

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- **Arif Ansari**
Teaching Faculty, Indus Valley School of Art, Karachi

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- **Amin Sattani**
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