

Curriculum of Applied Art

Grade 11 - 12

Ministry of Education, Science and Technology

Curriculum Development Centre

Sanothimi, Bhaktapur

Applied Art

Grade 11-12

Credit Hour 5

Working Hour 160

1. Introduction

Applied art refers to the creation of art with a practical purpose in mind. This type of art can be found in a wide range of mediums, including design, decoration, and advertising. Applied art has a wide range of applications, including commercial and practical uses from designing a card to product design and architecture. Applying creativity and design principles to create functional objects is a foundation of applied art. Applied arts focuses on the creative expression and practical application of ideas.

The primary focus of this curriculum is to foster the development of knowledge, practical skills, critical thinking, and a positive mindset among students in the realm of artistic and creative experimental arts, covering various mediums such as painting, sculpture, design, ceramics, and more. This curriculum covers topics such as design and its elements, printing, tools, colors, illustrations, visual identity, layout and composition, posters, typography, use of computer applications, photography, and self-motivated research projects. Applied art is a subject of an experimental nature, the direct participation activities such as experimental, project work, field trips, discussions, research, etc. are emphasized in the course of facilitating the content. The curriculum is five credit hours and 160 working hours in each grade 11 and grade 12. The learning facilitation and evaluation process has been organized having 50 percent practical and 50 percent theoretical content.

2. Level-wise Competency

On completion of Grades 11 and 12, the students studying applied art will have developed the following competencies:

1. Acquired practical knowledge of applied art and developed an understanding of its development and application
2. Understanding of design history, concepts, elements, principles and practice and use of tools

3. Application of practical methods of drawing and illustration
4. Understanding the uses of different types of posters and printing technology
5. Appropriate use of format, layout, and composition
6. Understanding and practical use of colors and Visual Identity.
7. Development and utilization of basic photography and typography knowledge
8. Knowledge, understanding, and creative use of computer applications
9. Conceptualization and application of design research

3. Grade-wise Learning Outcomes

S.N	Class 11		Class 12	
	Content Area	Learning Outcomes	Content Area	Learning Outcomes
1	Applied art	<ul style="list-style-type: none"> • Introduce applied art • Trace the historical development of applied art • Describe various aspects of applied art 	Graphic Design	<ul style="list-style-type: none"> • Explain the history of graphic design • Explain the evolution of graphic design in the world
2	Design	<ul style="list-style-type: none"> • Introduce graphic design • Explain use the elements of design • Explain the importance of design principles • Analyze the state of design and its impact on society 	printing technology	<ul style="list-style-type: none"> • Introduce printing technology • Identify different types of printing • Introduce block, silk, digital and offset printing • Describe the printing process and its uses
3	Tools and Materials	<ul style="list-style-type: none"> • Introduce the tools and materials used in graphic design • Introduce the surface and describe its types • Describe and use the types of lead pencils and color pencils • Introduce and use 	Illustrations	<ul style="list-style-type: none"> • Introduce and explain the importance of illustrations • Identify and use a variety of illustrations (children's books, picture books, caricatures, comic books and cartoons) • Identify illustrations based on stories, poems and essays.

		<p>different types of pens and inks used in design</p> <ul style="list-style-type: none"> • Introduce and use poster color • Introduce and use brush, palette and other design tools 		<ul style="list-style-type: none"> • Uses the illustrations of birds and animals • Study and use illustrations of the human body • Use natural objects as illustrations
4	Colors	<ul style="list-style-type: none"> • Introduce color • Practise applying the colors • Use the color wheel • Introduce different types of colors • Use color according to the surface and condition 	Visual identity	<ul style="list-style-type: none"> • Introduce the Visual identity • Identity and practise design process • Introduce and prepare different types of logos
5	Illustrations	<ul style="list-style-type: none"> • Explain the significance of illustrations • Describe different types of illustration • Practise various methods of illustration • List the purpose of illustration • Identify the aspects of illustrations • Draw and use illustrations in various objects and animals 	layout and composition	<ul style="list-style-type: none"> • Introduce layout and composition • Introduce the basic aspects of layout design • Introduce and use the structure and grid system of layout design • Introduce and apply design in publication • Introduce the layout design of prelims, covers, books and reference materials • Introduce and apply design in magazine and newspaper • Prepare brochure and leaflet.

6	Typography	<ul style="list-style-type: none"> • Introduce and practice of typography • Describe the types of typography • Use methods in typography • Use scripts of different times (Devanagari, Roman, vernacular) 	poster	<ul style="list-style-type: none"> • Introduce and understanding the poster • Practise different colors used in the poster • Identify the methods of making posters • Compose colors to make the poster attractive. • Identify different types of poster (political, sociological and commercial)
7	Photography	<ul style="list-style-type: none"> • Describe the history of photography • Introduce and use different types of cameras and lenses • Identify and use the technical aspects of still photography • Apply the rules of composition in still photography 	computer applications	<ul style="list-style-type: none"> • Introduce new techniques in design • Use softwares in graphic design • Introduce computer applications • Practise image manipulation • Practise layout applications • Explain and practise the process of layout design in magazines, books and various materials
8			Research Project	<ul style="list-style-type: none"> • Describe the basic concept of the research • Explore and present locally popular art • Introduce the shape and form of applied art. • Explore and study the present situation of applied art • Research and present a report on the methods of folk art-based on different tribes

4. Scope and sequences

A Theoretical

Unit	Grade 11			Grade 12		
	Scope Content Area	Elaboration of Content	Hrs	Scope Content Area	Elaboration of Content	Hrs
1.	Introduction to Applied Arts	1.1 Introduction to applied arts 1.2 History of applied arts 1.3 Scopes of applied arts	5	Graphic Design	1.1 History of graphic design • Development of graphic design in the world 1.2 Development of graphic design in Nepal	5
2.	Design	2.1 Introduction to Design 2.2 Elements of design (line, Shape, Space, Form, Texture, Value, Colour) 2.3 Principles of design (Balance, Rhythm, Unity, Variety, Harmony, Contrast, Proportion, Emphasis, Repetition)	20	Printing Technology	2.1 Introduction to Printing Technology 2.2 Types of Printing • Block Printing • Silk Screen Printing • Digital Printing • Offset Printing	10
3.	Materials and Methods	3.1 Mark making tools (Pencil, eraser, color pencils, pens, nibs, brushes, sign-pens markers, inks, paints, tracing, masking, glue) 3.2 Measuring tools (Ruler, set square, t-square, compass, protractor) 3.3 Measuring units	15	Illustration	3.1 Introduction and Importance of Illustration 3.2 Types of Illustration • Book Illustration • Caricature • Comic Book • Cartoon	5

		(Imperial, Metric) 3.4 Materials and Surfaces Paper, Flex / Vinyl sticker /coated/uncoated surfaces 3.5 Analog and Digital Devices (Camera, Scanners, Light-box, Copier, Computer (mouse/keyboard), tablet (screen/non-screen, stylus/pen), Printers				
4.	Colour	4.1 Introduction to Color 4.2 Method of using colour 4.3 Types of colour <ul style="list-style-type: none"> • Primary • Secondary • Tertiary • Additive • Subtractive Colors	5	Visual Identity	4.1 Introduction to Visual Identity as an important aspect of Branding (as part of commerce / marketing / non-visual branding) 4.2 Fundamentals of identity design 4.3 Identity design process 4.4 Principles of logo design 4.5 Types of logos: Monogram/letter mark, Wordmark, Pictorial mark, Abstract marks, Mascot, combination mark, emblem	5
5.	Illustration	5.1 Introduction to Illustration A brief History of	5	Layout and Composition	5.2 Introduction to Layout	20

		Illustration			<p>5.3 Fundamentals of Layout Design</p> <ul style="list-style-type: none"> • Alignment • Composition • Format <p>5.4 Structure and Grid System for Layout design</p> <p>5.5 Publication Design/</p> <ul style="list-style-type: none"> • Book, Magazine and Newspaper Layout 	
6.	Typography	<p>6.1 Introduction to Typography</p> <p>6.2 History of typography Letterpress, Wood type Photo type, Digital Type</p> <p>6.3 Types of Typography Serif / Sans-serif / Methods of Typography (Font/ typeface / font family)</p> <p>6.4 Point size, leading, kerning, tracking, alignment, paragraph spacing, indentation</p> <p>6.5 Introduction to local / vernacular scripts</p>	5	Poster	<p>6.6 Introduction to Poster</p> <p>6.7 Fundamentals of Poster Design</p> <p>6.8 Types of Posters</p> <ul style="list-style-type: none"> • Propaganda • Social • Commercial 	5
7.	Photography	<p>8.1 7.1 History of Photography</p> <p>8.2 Types of Camera and Lenses</p> <p>8.3 Technical Aspects of</p>	10	Computer application	<p>7.1 An Introduction to Computer Technology in Graphic Design</p> <ul style="list-style-type: none"> • Types of digital images and file types (working 	20

		Photography <ul style="list-style-type: none"> • Sutter Speed • Aperture • Depth of Field • ISO 			files and output files) <ul style="list-style-type: none"> • Image manipulation applications • Illustration applications • Layout and Publishing applications 	
		7.4 Compositional Rules in Photography				
8.			15	Design Research Project	8.1 Independent Research Project on local and indigenous design, patterns, approaches, practice, designers etc. 8.2 Research Project on different domestic graphic design materials, or local and indigenous design	10
Total			80			80

B. Practical and Project Works

Practical and project work is an integral part of the Secondary Education Curriculum. It focuses more on skill development than just knowledge acquisition. It consists of project work, group work, presentation, observation, internship, etc. A total of 80 hours has been designated to practical activities and will be carried out under the Secondary Education Curriculum, 2076 (Applied Art) guidance and monitoring of teachers. The mentioned practical works are only sample activities, the teacher can assign any relevant practical activity as per requirement.

Unit	Grade 11			Grade 12		
	Scope	Contents	Hrs	Scope	Contents	Hrs
1	Introduction to applied arts		5	Graphic Design	1.1 Scrapbook II (Individual work load to collect various design related publications, materials and images printed on papers, magazines, catalogs, online etc	5

					for personal and peers' reference)	
2	Design	<p>2.1 Simple exercises of basic design in variation of geometric and rhythmic shapes in geometrical and decorative designs and colours to understand designs as organised visual arrangements.</p> <p>Portfolio Assessment</p> <p>2.2 Scrapbook I (Individual workload to collect various design related publications, materials and images printed on papers, magazines, catalogs, online etc for personal and peers' reference)</p> <p>2.3 Exploration of Elements and Principles of Design using different materials.</p>	20	Printing Technology	<ul style="list-style-type: none"> • Block Printing • Stencil Printing • Printing process based on local knowledge and resources 	10
3	Materials and Methods		15	Illustration II	<p>3.1 Illustration base on a text (Poem, story, essay etc)</p> <p>3.2 Caricature / Cartoon</p>	5
4	Colour	<p>4.1 Preparation of color chart based on</p> <ul style="list-style-type: none"> • Primary • Secondary • Tertiary <p>4.2 Preparation of color combinations based on suggested themes</p>	5	Visual Identity	<p>4.1 Logo Sketches</p> <ul style="list-style-type: none"> • Black and White • Color Logo 	5
5.	Illustration	<p>5.1 Drawing with basic shapes and forms</p> <p>5.2 Study of</p>	5	Layout and Composition	<p>5.1 Manual Design Exercise Stationery Design</p> <ul style="list-style-type: none"> • Visiting Card 	20

		<p>perspective</p> <ul style="list-style-type: none"> • One Point • Two Points <p>5.3 Study of birds and animals</p> <p>5.4 Basic illustrations with birds and animals as characters</p>			<ul style="list-style-type: none"> • Letter Head • Envelop • Invitation Card • Book Cover • Threefold Brochure <p>5.2 Making a simple layout with lettering as the main component.</p>	
6.	Typography	<p>6.1 Anatomy of typography</p> <ul style="list-style-type: none"> • Devanagari • Roman <p>6.2 Types of typography</p> <ul style="list-style-type: none"> • Serif • San-serif 	5	Poster	6.1 Making a poster with specified data and slogan on a given subject.	5
7.	Photography	<p>7.1 Use of camera with the understanding of aperture, shutter speed, depth of field and other technical aspects</p> <p>7.2 Portrait photography</p> <p>7.3 Daily life's photography</p> <p>7.4 Outdoor photography</p>	10	Computer application	7.1 A general practice with digital tools	20
					<ul style="list-style-type: none"> • Image Making • Image • Manipulation • Layout Design 	
8.			15	Research Project	8.1 Field Visit, Interviews, documentation and archiving	10
Total			80			80

5 Learning Facilitation Process

The curriculum provides both theoretical and practical knowledge about applied art. The subject includes practical activities as well as theoretical content. This curriculum emphasizes imparting practical knowledge to the students. The subject areas provide knowledge, skills and confidence in students to achieve the objectives of this curriculum, it is necessary for the teacher to fully engage with the students in the classroom as well as field visits. Locally available materials should be used as far as possible to conduct learning facilitation activities.

Teachers can use different teaching methods. The following learning methods can be used to achieve the overall objectives of this curriculum.

a. The Creative Approach

A creative approach is used in practical activities. Students explore, develop and express ideas related to the materials, forms and styles of applied art. Students actively participate in the art-making process and thinking process under the guidance and advice of the facilitator. Students will acquire the skills for creating art. Students express their expression by creating their ideas. Students will learn by reflecting and evaluating the practical activities they have done. Therefore, as a learning facilitation process, teachers should conduct practical activities related to applied art.

b. The Historical Approach

The historical approach is used to simplify the theoretical themes of applied art. This approach is used to facilitate experimental art, artists and their subjects on how art and artists were influenced by themes in the visual arts, Teachers should facilitate learning by making students aware and motivated to learn applied art. This approach also emphasizes on the work of making the students interested in learning the subjects of art and making it easy and eager to do practical work.

c. The Critical Approach

A critical approach is considered decisive for the personal capacity development of students. It helps students develop the ability to critically respond to their own and others' work. It also helps with discussion and interaction between facilitators and students, students and students. Students also assist in critically analyzing and evaluating the samples of art they have created as well as the samples prepared by other friends. Similarly, it helps students to visit museums and galleries and have discussions inside and outside the classroom, peer review and discuss with other like-minded people. It helps students to communicate about their process. Teachers should consider this approach when facilitating art topics as it helps them to be empathetic to their peers' development, and to be able to provide constructive feedback. The following methods can also be adopted when facilitating the content of applied art.

- | | |
|-----------------------------------|-------------------------------|
| 1. Experimental method | 2. Demonstration method |
| 3. Problem Solving method | 4. Project method |
| 5. Field trip method | 6. Question and answer method |
| 7. Discussion method | 8. Case study method |
| 9. Search and exploration methods | 10. Lecture method |

The following points should be taken into consideration while facilitating applied art.

a. Classroom as a Creative Space

Teachers should create a creative environment in the classroom keeping in mind the interests of the students. The teacher should provide a supportive environment in the students' diversity and art making process. Openness, flexibility, praise, encouragement and constructive feedback are fundamental aspects of self-expression. According to the

nature of the work, the teacher should increase the time. The students should be challenged with new ideas, materials and techniques.

Teachers should not expect from their students the artistic excellence of a professional artist. Students should be encouraged to use a multisensory approach to exploring art. To achieve the expected results, students should learn, understand and act on their art practice in the classroom as well as outside the classroom. Students should be given assignments in their homes and suggested to visits to museums or other places. Audio-visual materials can be used to make it easier for the teacher to work theoretically and practically as they needed. Students can be asked to reflect on their feelings. The teacher should be encouraged to make art from locally available materials as much as possible.

b. Physical Space

It is better to have a separate art room to teach the subjects of applied art easily. It can be a practical room for overall work done by students. Some materials and equipment are needed to run an art program.

- i. Display Area: Corridor, Wall, display room, Notice board, bulletin board
- ii. Storage area: Dry room, store the paint in a cool place
- iii. Furniture: Donkeys, easels, side tables, and drawing boards etc.

Instructional Materials for Learning Facilitation

Some materials are required to study applied Art. To make learning easy, effective, and interesting, a variety of materials should be used they include:

Grade 11	Grade 12
Introduction to applied arts <ul style="list-style-type: none"> • Different types of books • Magazines • Online materials 	Graphic Design <ul style="list-style-type: none"> • Different types of books • Magazines • Online materials
Design <ul style="list-style-type: none"> • Pencil • eraser • colour (Poster, Water, etc) 	Printing technology <ul style="list-style-type: none"> • Books of printing technology •
Materials and methods <ul style="list-style-type: none"> • Surface (Paper, card board, other surface) • Pen and Ink, Calligraphic pens, Nibs, etc) 	Illustration <ul style="list-style-type: none"> • Textbooks • Comics books • manuscripts • Religious books • News Papers
Colour <ul style="list-style-type: none"> • Poster Colour • Water Colour 	Logo
Pattern	Layout and composition

<ul style="list-style-type: none"> • Magazines • Textiles • Photos of local and classical patterns 	<ul style="list-style-type: none"> • Textbooks • Comics books • Manuscripts • Religious books • News Papers
Illustration <ul style="list-style-type: none"> • Textbooks • Comics books • manuscripts • Religious books • News Papers 	Poster <ul style="list-style-type: none"> • Pencil • Eraser • colour (Poster, Water, etc)
Typography <ul style="list-style-type: none"> • Nibs • Ink • Flat sign-pens 	Computer application
Photography <ul style="list-style-type: none"> • Books about Photography • Camera, Lens • Magazines • News paper 	Design research project

6. Student assessment methods and procedures

Assessment is an integral aspect of the curriculum. It facilitates this subject using both internal and external evaluation. Based on the determined learning achievements of the students, aspects such as knowledge, skills, and attitudes related to applied art are included in this subject. A specification grid has been developed to account for cognitive aspects. Internal assessment tools have been developed for practical works and expressive aspects.

(a) Internal Evaluation

Internal evaluation is to improve the learning of students through continuous feedback by taking into account the state of learning, acquired knowledge, skills and developed attitudes. In the learning activities of applied art, internal evaluation should be done using methods such as observation of student participation and performance level, behavior observation, class work, project work, unit tests, self and classmate evaluation. While assessing students using the above-mentioned methods and tools, their level of accomplishment should also be appropriately documented in their portfolios. Out of 100 full marks, internal evaluation (formative evaluation) covers 50 marks. Internal evaluation will include participation, project and practical work and terminal exam marks. Mark distribution of internal assessment will be as follows:

S.N.	Criteria of assessment	Description of criteria	Weightage
1.	Participation	Regularity, participation in class work, project work, group work	3

2.	Practical works	Conduction of practical work and presentation (designing, printing, illustrating, colouring, etc.)	20
		Documentation of practical works	2
		Conduction of project work and report preparation (Title, Objective, Methodology, Results and Conclusion)	1
3.	Project works	Presentation of report	3
		Terminal test should be conducted on the basis of specification grid	1
4.	Terminal exam	Regularity, participation in class work, project work, group work	20
Total			50

(b) External evaluation

Out of 100 marks, theoretical external evaluation covers 50 marks. The tool for external evaluation of theoretical learning will be a written examination. As part of the final evaluation, questions will be constructed to ensure content validity from all the topics mentioned in the curriculum, and the examination will be conducted paying attention to the levels involved in cognitive aspects. The questions paper of the final examination will be based on the test specification grid developed by the Curriculum Development Centre.

Note: 50% of marks obtained from internal evaluation and 50% of final exam results will be used for summative evaluation of students.

Final Test Specification Chart 2081

Theoretical Evaluation

Grade: Class 11

Subject : Applied Art

Question Scheme and Marks Distribution																				
Unit	Content Area	Working hour	Weight	Knowledge			Comprehension			Application			Heigher Ability			Total Question			Total Marking	
				V. S. Qs	S. Qs	L. Qs	V. S. Qs	S. Qs	L. Qs	V. S. Qs	S. Qs	L. Qs	V. S. Qs	S. Qs	L. Qs	V. S. Qs	S. Qs	L. Qs		
1.	Introduction to applied arts	5	3	1			1				1					1	2	1	1	15
2.	Design	20	12																	
3.	Materials and methods	15	10		1			1										2		10
4.	Colour	10	6	2			1			1	1						4	1	1	9
5.	Illustration	5	3																	
6.	Typography	10	6	2					1	1				1			3	1	1	16
7.	Photography	15	10																	
Total		80	50	5	1	-	2	1	1	2	2	-		1	1		9	4	2	50

Question Number, Marking and Time Table

SN	Types of questions	Number of questions	Marks per question	Full Marks
1.	Very Short Question	9	1	9
2.	Short Question	5	5	25
3.	Long Question	2	8	16
Total Question		16		50

Specification Grid

Grade: Class 12

Subject : Applied Art

Theoretical Evaluation

Question Scheme and Marks Distribution																				
Unit	Content	Working hour	Weightage	Knowledge			Comprehension			Application			Higher Ability			Total Question			Total Marking	
				V. S. Qs	S. Qs	L. Qs	V. S. Qs	S. Qs	L. Qs	V. S. Qs	S. Qs	L. Qs	V. S. Qs	S. Qs	L. Qs	V. S. Qs	S. Qs	L. Qs		
1.	Graphic Design	10	6	1			1				1					1	2	1	1	15
2.	Printing technology	15	10																	
3.	Illustration	10	10		1			1										2		10
4.	Visual Identity	5	6	2			1			1	1						4	1	1	9
5.	Layout and composition	20																		
6.	Poster	10	3																	
7.	Computer application	10	6	2					1	1				1			3	1	1	16
Total		80	50	5	1	-	2	1	1	2	2	-		1	1		9	4	2	50

SN	Types of questions	Number of questions	Marks per question	Full Marks
1.	Very Short Question	9	1	9
2.	Short Question	5	5	25
3.	Long Question	2	8	16
Total Question		16		50

Remarks:

Item format in composite should be met as per the test specification grid.

Weightage in the combined cell should be met, but ± 2 marks variation will be allowed within the combined cells, but cannot be nil.

In total, cognitive distribution should be met. ± 2 marks variation will be allowed within the cognitive levels.

SQ and LQ can be structured (have two or more sub-items). SQ and LQ can be distributed to two or more cognitive behaviors.

The distribution of questions based on the cognitive domain will be nearly 20% knowledge/remembering, 30% understanding, 25% applying and 25% higher ability level. Higher ability covers analyzing, evaluating and creating levels.