

National Curriculum of Pakistan  
2022-23

# INTRODUCTION TO ART & DESIGN

(For Pre-home Economics)  
Grade 11



**NATIONAL CURRICULUM COUNCIL SECRETARIAT**  
MINISTRY OF FEDERAL EDUCATION AND  
PROFESSIONAL TRAINING, ISLAMABAD  
GOVERNMENT OF PAKISTAN



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It is with great pride that we, at the National Curriculum Council Secretariat, present the first core curriculum in Pakistan's 75-year history. Consistent with the right to education guaranteed by Article 25-A of our Constitution, the National Curriculum of Pakistan (2022-23) aspires to equip every child with the necessary tools required to thrive in and adapt to an ever-evolving globalized world.

The National Curriculum is in line with international benchmarks, yet sensitive to the economic, religious, and social needs of young scholars across Pakistan. As such, the National Curriculum aims to shift classroom instruction from rote learning to concept-based learning.

Concept-based learning permeates all aspects of the National Curriculum, aligning textbooks, teaching, classroom practice, and assessments to ensure compliance with contemplated student learning outcomes. Drawing on a rich tapestry of critical thinking exercises, students will acquire the confidence to embark on a journey of lifelong learning. They will further be able to acknowledge their weaknesses and develop an eagerness to build upon their strengths.

The National Curriculum was developed through a nationwide consultative process involving a wide range of stakeholders, including curriculum experts from the public, private, and non-governmental sectors. Representatives from provincial education departments, textbook boards, assessment departments, teacher training departments, *deeni madaris*, public and private publishers, private schools, and private school associations all contributed their expertise to ensure that the National Curriculum could meet the needs of all Pakistani students.

The experiences and collective wisdom of these diverse stakeholders enrich the National Curriculum, fostering the core, nation-building values of inclusion, harmony, and peace, making the National Curriculum truly representative of our nation's educational aspirations and diversity.

I take this opportunity to thank all stakeholders, including students, teachers, and parents who contributed to developing the National Curriculum of Pakistan (2022-23)

**Dr. Mariam Chughtai**

Director

National Curriculum Council Secretariat

Ministry of Federal Education and Professional Training

**Introduction to Art & Design  
For Pre-HomeEconomics**

**Grade 11**

**Domain A: Artistic Exploration and Expression**

**Standard 1:** Students will be able to explore techniques across different disciplines and media. They will be able to use creative expressions to conceptualize artworks.

<b>Grade 11</b>
<b>Benchmark I:</b> Identify and apply basic elements and principles of design to develop conceptual artworks or 3D forms.
<b>Student Learning Outcomes</b>
[SLO:ART-11-A-01]:  Use artistic elements (line, shape, color, texture, space, composition, etc.) and principles (hierarchy, scale, emphasis, contrast etc.) to create visually compelling artwork and designs
[SLO:ART-11-A-02]:  Brainstorm and develop original ideas for creative projects based on personal interests or thematic prompts. (For example using mind maps or art journaling to put ideas to paper.)
[SLO:ART-11-A-03]:  Translate creative ideas into effective artistic expressions using appropriate techniques and media.
<b>Benchmark II:</b> Students will be able to explain why and how to select appropriate mediums to create specific emotions or communicate specific feelings in their artwork.
<b>Student Learning Outcomes</b>

[SLO:ART-11-A-04]:

Experiment with various art materials, tools, and techniques across different mediums and forms of art making (drawing, painting, sculpture, digital art)

[SLO:ART-11-A-05]:

Demonstrate proficiency in applying specific techniques and media to create desired outcomes.

[For example using markers, pen and ink for technical drawings,

Collage making techniques for conceptual works,

quick pencil sketching for brainstorming ideas,

Poster Paints for flat graphical artworks,

Oil Painting for still life painting,

charcoal for expressive stroke work. ]

[SLO:ART-11-A-06]:

Develop individual artistic style and voice through experimentation and exploration using a variety of conventional and non conventional mediums.

**Benchmark III:** Demonstrate artistic development by producing sketches, conducting research, and providing personal critiques.

### Student Learning Outcomes

[SLO:ART-11-A-07]:

Analyze and interpret the creative process, identifying challenges and breakthroughs experienced during artistic exploration.

[SLO:ART-11-A-08]:

Critically analyze personal artwork, Identify strengths, weaknesses, and areas for improvement. For example gaining the ability to point out weaknesses in composition, color harmony or principle of emphasis in your own works.

[SLO:ART-11-A-09]:

Document and share artistic journey through sketches, journals, artist statements, and multimedia presentations.

## Domain B: Art History and Cultural Perspectives

**Standard 1:** Students will conduct research to critically analyze historical and Contemporary Art Movements across diverse cultures. They will demonstrate the ability to analyze the role of art in reflecting cultural values and beliefs, as well as assess the impact of globalization on both art and society.

### Grade 11

**Benchmark I:** Conduct research on other prominent artists and develop an appreciation of how certain artists and art movements developed.

#### Student Learning Outcomes

[SLO:ART-11-B-01]:

Identify and analyze key characteristics of various art movements across different historical periods and cultures. For example the development of miniature art in Persian and Indian courts or the development of sculptures or relief work in the Indus-valley civilization.

[SLO:ART-11-B-02]:

Recognize the influence of historical and cultural contexts on the development of art movements. For example, understanding the development and importance of tile work in Pakistan.

**Benchmark II:** Compare and contrast historically significant artworks with current times' and with their own art practice.

#### Student Learning Outcomes

[SLO:ART-11-B-03]:

Apply historical knowledge of the arts and critical thinking skills to analyze and interpret the meaning and purpose of artwork.

**Benchmark III:** Research and develop an appreciation for local artists, craftsmen or creative professionals

**Student Learning Outcomes**

[SLO:ART-11-B-04]:

Engage in an apprenticeship with a local creative practitioner to learn the business and design aspect of their craft. [For example learning the art and business of applying henna (mehndi). ]

**Domain C: Creative Problem-solving and Design Thinking**

**Standard 1:** Students will be able to use design thinking and creative problem solving skills to explain and overcome artistic challenges.

**Grade 11**

**Benchmark I:** Use their creative thinking abilities to brainstorm ideas to societal problems.

**Student Learning Outcomes**

[SLO:ART-11-C-01]:

Recognize and define challenges or problems that require creative solutions. These solutions could be architectural, artistic or related to product design,

**Benchmark II:** Develop critical thinking skills by asking questions and reflecting on multiple points of views.

**Student Learning Outcomes**

[SLO:ART-11-C-02]:



Develop and implement innovative solutions to artistic problems using critical thinking models and design thinking strategies. Emphasis on asking the question “Why?”

### Domain D: Art Criticism and Communication

**Standard 1:** Students will use historical knowledge and critical thinking skills to interpret artwork. They will also be able to engage in artistic exploration and reflection.

Grade 11
<b>Benchmark I:</b> Use design vocabulary when interacting with art, design and other related creative works
Student Learning Outcomes
[SLO:ART-11-D-01]: Apply art vocabulary and critical thinking skills to analyze and interpret artwork effectively.
[SLO:ART-11-D-02]: Use appropriate digital tools and multimedia platforms to effectively present and showcase artwork to diverse audiences.
<b>Benchmark II:</b> Explore the role of a creative practitioner to advocate change and generate excitement and creativity for social causes.
Student Learning Outcomes
[SLO:ART-11-D-03]: Examine the role of art, design and other creative practices in social change and community development. [For example reading local newspaper articles on art and design / interviewing local artists, designers or architects. ]

#### Notes for teachers:

\* Students and teachers are encouraged to go through the Sustainable Development Goals (SDGs) before starting this lesson. <https://sdgs.un.org/goals>



\* VTRs are suggested to be used as a core pedagogical tool.

<https://pz.harvard.edu/topics>





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