

National Curriculum of Pakistan 2026

# ART AND TEXTILE DESIGN

Grades 11-12



**NATIONAL CURRICULUM COUNCIL WING**

Ministry of Federal Education &  
Professional Training, Islamabad  
Government of Pakistan.

## Acknowledgment

It is a matter of pride that the National Curriculum Council (NCC) has continued its dedicated efforts to strengthen and modernize the educational landscape of Pakistan. In a rapidly evolving world, where technological innovations, digital transformations, and societal changes shape the skills and competencies required of our youth, NCC remains committed to ensuring that curricula respond effectively to contemporary challenges and emerging needs. The education system must not only equip learners with foundational knowledge but also foster creativity, practical skills, and critical thinking that align with national priorities and market demands.

In line with this vision, the previously implemented Pre Home Economics group has been comprehensively revised to introduce three foundational subjects, including Art and Textile Design, which aim to provide learners with both conceptual understanding and applied expertise. The curriculum has been carefully developed to integrate traditional practices with contemporary approaches, encouraging aesthetic sensibility, design thinking, creativity, and technical competence in textile and art-related fields. It is expected that this subject will empower learners to engage meaningfully with the creative industries, contribute to cultural preservation, and respond innovatively to the demands of the modern economy.

The development of this curriculum reflects extensive consultation, research, and collaborative efforts involving subject specialists, curriculum developers, provincial and regional education departments, and other key stakeholders. Their expertise, commitment, and insights have been invaluable in ensuring that the curriculum is both rigorous and relevant, aligning with international best practices while remaining sensitive to local contexts.

This curriculum document is intended to serve as a practical guide for educators and learners alike, providing a clear framework for teaching, learning, and assessment in Art and Textile Design. It is hoped that it will inspire creativity, innovation, and excellence among students and contribute positively to the broader educational and socio-economic development of Pakistan.

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## Introduction

Art and Textile Design at the higher secondary level is conceived as an integrated, skill-based and conceptually grounded discipline that nurtures creativity, cultural awareness, technical proficiency, and entrepreneurial thinking among learners. At Grades XI and XII, the subject provides students with structured opportunities to explore visual expression, textile practices, surface design, digital media, and creative enterprise in ways that connect artistic traditions with contemporary design applications. The curriculum recognizes art and textiles not merely as aesthetic pursuits, but as vital forms of visual communication, cultural documentation, and productive economic activity in both local and global contexts.

The inclusion of Art and Textile Design at this stage responds to the growing need for educational pathways that value creativity alongside academic knowledge and practical skills. In a rapidly evolving world shaped by visual culture, digital platforms, and creative industries, students require the ability to think imaginatively, interpret visual information critically, and translate ideas into tangible outcomes. This curriculum is designed to develop these capacities through hands-on studio practice, analytical engagement with art and design traditions, and the use of contemporary tools and technologies. By combining theory with practice, it enables learners to understand underlying concepts while applying them meaningfully in creative production.

The curriculum places strong emphasis on cultural relevance and heritage, particularly drawing upon Pakistani folk art, Islamic art, calligraphy, textile traditions, and indigenous surface design practices. Students are encouraged to study, analyze, and reinterpret these traditions with sensitivity and originality, fostering respect for cultural identity while cultivating innovation. At the same time, exposure to international art movements, graphic design principles, and digital design practices ensures that learners develop a global perspective and can situate their work within broader visual and design discourses.

Recognizing the applied nature of the subject, the curriculum integrates knowledge of textile science, garment construction, surface embellishment, display, documentation, and preservation. Students progressively acquire technical skills related to materials, tools, processes, and safety, enabling them to produce functional and aesthetically refined outcomes. The structured




progression from foundational concepts to more complex, independent, and evaluative work supports cognitive development, creative confidence, and professional discipline.

In alignment with international best practices in art and design education, the curriculum adopts a learner-centered, project-based, and portfolio-driven approach. Students are encouraged to experiment, reflect, critique, and refine their work, developing visual literacy, problem-solving abilities, and the capacity to articulate design decisions using appropriate vocabulary. Assessment emphasizes both process and product, valuing originality, craftsmanship, conceptual clarity, and reflective thinking rather than rote reproduction.

The inclusion of digital and graphic design, along with creative entrepreneurship, responds directly to contemporary educational and economic realities. Learners engage with basic digital tools, branding concepts, portfolio development, and ethical considerations related to design ownership and sustainability. This approach equips students with transferable skills relevant to further education, self-employment, and emerging creative professions, including textile design, fashion, visual communication, media, and craft-based enterprises.

Overall, Art and Textile Design for Grades XI–XII aims to provide a balanced and meaningful educational experience that bridges tradition and innovation, creativity and discipline, expression and application. It supports students in discovering their creative potential, understanding the social and cultural dimensions of art and design, and preparing for diverse academic, vocational, and entrepreneurial pathways. By fostering aesthetic sensibility, technical competence, and responsible creative practice, the curriculum contributes to the holistic development of learners and the strengthening of creative and cultural industries at the national level.



## Art and Textile Design (Skill-Based)

Grades 11-12

### Progression Grid

#### Domain A: Foundations of Art, Design & Visual Culture

**Standard:** Students will understand and apply the elements and principles of design, study historical and cultural art forms, and create original artworks that reflect conceptual understanding, aesthetic sensibility, and cultural relevance.

#### Benchmark

1. Demonstrate understanding of art elements, design principles, and their cultural and historical applications.
2. Apply design knowledge and cultural inspiration to create original, meaningful artworks.

#### Student Learning Outcomes

##### Grade 11

Students will be able to:

- [SLO: ATD-11-A-01] Define the seven elements of art and six principles of design. (Remembering)
- [SLO: ATD-11-A-02] Describe characteristics and symbolism of prehistoric and Egyptian art. (Understanding)
- [SLO: ATD-11-A-03] Identify and replicate patterns from Pakistani folk-art forms. (Understanding / Applying)
- [SLO: ATD-11-A-04] Apply shading, line variation, and perspective in still-life drawings. (Applying)

##### Grade 12

Students will be able to:

- [SLO: ATD-12-A-01] Recall the key elements and principles of design. (Remembering)
- [SLO: ATD-12-A-02] Describe major characteristics of Islamic art and manuscript illumination. (Understanding)
- [SLO: ATD-12-A-03] Analyze symbolic meanings in Pakistani folk and Islamic art. (Analyzing)
- [SLO: ATD-12-A-04] Evaluate expressive use of design principles in artworks. (Evaluating)
- [SLO: ATD-12-A-05] Create compositions inspired by folk or Islamic art with modern interpretation. (Creating)

<ul style="list-style-type: none"> <li>• [SLO: ATD-11-A-05] Construct a 12-part color wheel and demonstrate color mixing. (Applying)</li> <li>• [SLO: ATD-11-A-06] Practice Kufic calligraphy and design illuminated borders. (Applying)</li> <li>• [SLO: ATD-11-A-07] Compose a thematic poster integrating form, pattern, and texture. (Creating)</li> <li>• [SLO: ATD-11-A-08] Explain how cultural and historical context influences art forms. (Understanding / Analyzing)</li> </ul>	<ul style="list-style-type: none"> <li>• [SLO: ATD-12-A-06] Design illuminated manuscripts using basic Thuluth or Diwani scripts. (Creating)</li> <li>• [SLO: ATD-12-A-07] Integrate perspective, rhythm, and balance in complex compositions. (Applying / Creating)</li> <li>• [SLO: ATD-12-A-08] Critique artworks using professional vocabulary and context. (Evaluating)</li> <li>• [SLO: ATD-12-A-09] Develop a thematic art series reflecting cultural identity. (Creating)</li> </ul>
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## Domain B: Textile Science, Clothing & Personal Styling

### Standard:

Students will acquire and apply knowledge of textile fibers, fabrics, garment construction, wardrobe planning, and personal styling to create functional, aesthetic, and culturally relevant clothing solutions.

<b>Benchmark</b>	
<ol style="list-style-type: none"> <li>1. Demonstrate understanding of natural and synthetic textile fibers, fabric properties, and garment construction techniques.</li> <li>2. Apply principles of personal grooming, wardrobe planning, and fabric care to enhance self-expression, personality, and cultural identity.</li> </ol>	
<b>Student Learning Outcomes</b>	
<b>Grade 11</b>	<b>Grade 12</b>
Students will be able to:	Students will be able to:

<ul style="list-style-type: none"> <li>• [SLO: ATD-11-B-01] Define textile fibers and classify them as natural or synthetic. (Remembering)</li> <li>• [SLO: ATD-11-B-02] Describe cultural and functional purposes of clothing. (Understanding)</li> <li>• [SLO: ATD-11-B-03] Analyze the role of grooming in building self-image. (Analyzing)</li> <li>• [SLO: ATD-11-B-04] Plan wardrobes for different seasons, occasions, and age groups. (Applying)</li> <li>• [SLO: ATD-11-B-05] Identify and perform basic surface embellishment techniques. (Applying)</li> <li>• [SLO: ATD-11-B-06] Take accurate body measurements for garments. (Applying)</li> <li>• [SLO: ATD-11-B-07] Recognize fabric care labels and explain meanings. (Understanding)</li> <li>• [SLO: ATD-11-B-08] Demonstrate safe handling of sewing tools. (Applying)</li> </ul>	<ul style="list-style-type: none"> <li>• [SLO: ATD-12-B-01] Recall the classification of fibers and yarn types. (Remembering)</li> <li>• [SLO: ATD-12-B-02] Describe basic fabric testing techniques for fiber identification. (Understanding)</li> <li>• [SLO: ATD-12-B-03] Draft and cut patterns for basic garments (qameez, shalwar/trouser). (Applying)</li> <li>• [SLO: ATD-12-B-04] Construct garments using appropriate seams, seam finishes, and pressing techniques. (Applying)</li> <li>• [SLO: ATD-12-B-05] Apply surface embellishments to finished garments for decorative and functional purposes. (Applying)</li> <li>• [SLO: ATD-12-B-06] Maintain and troubleshoot sewing machines and related equipment. (Applying)</li> <li>• [SLO: ATD-12-B-07] Evaluate finished garments for fit, quality, and aesthetics. (Evaluating)</li> <li>• [SLO: ATD-12-B-08] Create a personal styling portfolio showcasing individual design preferences and cultural influences. (Creating)</li> </ul>
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### Domain C: Digital & Graphic Design for Art and Textile

**Standard:** Students will understand and apply the principles of digital and graphic design to create visually effective compositions for print, textiles, and online platforms, integrating cultural themes and contemporary design practices.

#### Benchmark

1. Demonstrate knowledge of basic graphic design principles, styles, and movements, and their relevance to art and textile applications.

2. Use digital tools and software to design layouts, patterns, and branding materials that effectively communicate intended messages.

### Student Learning Outcomes

#### Grade 11

Students will be able to:

- [SLO: ATD-11-C-01] Define graphic design and explain its role in visual communication. (Remembering)
- [SLO: ATD-11-C-02] Identify key design movements and their characteristics. (Understanding)
- [SLO: ATD-11-C-03] Recognize and apply design principles in layouts. (Applying)
- [SLO: ATD-11-C-04] Create posters or visuals using Canva or similar tools. (Applying)
- [SLO: ATD-11-C-05] Apply typography rules for readability and tone. (Applying)
- [SLO: ATD-11-C-06] Design social media posts for a fictional campaign. (Creating)
- [SLO: ATD-11-C-07] Evaluate the social impact of visual campaigns. (Evaluating)

#### Grade 12

Students will be able to:

- [SLO: ATD-12-C-01] Recall main principles of graphic design. (Remembering)
- [SLO: ATD-12-C-02] Describe contributions of notable (any three) designers. (Understanding)
- [SLO: ATD-12-C-03] Analyze the impact of graphic design on branding. (Analyzing)
- [SLO: ATD-12-C-04] Design a complete branding package. (Creating)
- [SLO: ATD-12-C-05] Use hierarchy, typography, and rhythm effectively. (Applying)
- [SLO: ATD-12-C-06] Create textile print patterns using digital tools. (Creating)
- [SLO: ATD-12-C-07] Critique designs using semiotic analysis. (Evaluating)
- [SLO: ATD-12-C-08] Present a professional digital portfolio. (Applying / Creating)

## Domain D: Surface Design, Printing & Embellishment Techniques

**Standard:** Students will master traditional and contemporary surface design, printing, and embellishment techniques to enhance the aesthetic and functional qualities of textiles, while preserving cultural heritage and exploring innovative applications.

### Benchmark:

1. Demonstrate knowledge of traditional and modern surface design methods.
2. Apply creative and technical skills to produce embellished textile products that meet cultural, aesthetic, and functional standards.

### Student Learning Outcomes

#### Grade 11

Students will be able to:

- [SLO: ATD-11-D-01] Define surface design and identify its forms. (Remembering)
- [SLO: ATD-11-D-02] Describe cultural significance of embellishment techniques. (Understanding)
- [SLO: ATD-11-D-03] Demonstrate basic block printing techniques. (Applying)
- [SLO: ATD-11-D-04] Apply simple embroidery stitches. (Applying)
- [SLO: ATD-11-D-05] Perform basic fabric painting. (Applying)
- [SLO: ATD-11-D-06] Create a small applique design sample. (Applying)
- [SLO: ATD-11-D-07] Combine two surface design techniques. (Creating)
- [SLO: ATD-11-D-08] Evaluate suitability of embellishment techniques. (Evaluating)

#### Grade 12

Students will be able to:

- [SLO: ATD-12-D-01] Recall tools and processes in advanced surface design. (Remembering)
- [SLO: ATD-12-D-02] Describe safety precautions for dyes and tools. (Understanding)
- [SLO: ATD-12-D-03] Execute advanced embroidery techniques. (Applying)
- [SLO: ATD-12-D-04] Create multi-colored screen prints with registration. (Applying)
- [SLO: ATD-12-D-05] Integrate beadwork or sequins into textile products. (Creating)
- [SLO: ATD-12-D-06] Produce textiles using at least three design methods. (Creating)
- [SLO: ATD-12-D-07] Analyze durability and maintenance of embellished fabrics. (Analyzing)
- [SLO: ATD-12-D-08] Critique work for design quality and craftsmanship. (Evaluating)

## Domain E: Art & Textile Display, Preservation & Documentation

**Standard :** Students will acquire the skills to display, preserve, and document artworks and textile products professionally, ensuring their aesthetic presentation, cultural value preservation, and accurate record-keeping for academic, commercial, or archival purposes.

### Benchmark

1. Demonstrate knowledge of exhibition planning, presentation techniques, and audience engagement.
2. Apply preservation methods and documentation practices to ensure longevity and accessibility of artworks and textiles.

### Student Learning Outcomes

#### Grade 11

Students will be able to:

- [SLO: ATD-11-E-01] Define exhibition and display in art/textiles. (Remembering)
- [SLO: ATD-11-E-02] Describe basic presentation methods for products. (Understanding)
- [SLO: ATD-11-E-03] Prepare display materials such as labels and captions. (Applying)
- [SLO: ATD-11-E-04] Demonstrate safe handling during setup/dismantling. (Applying)
- [SLO: ATD-11-E-05] Photograph textile products for records/promotion. (Applying)
- [SLO: ATD-11-E-06] Create a basic inventory sheet for collections. (Applying)
- [SLO: ATD-11-E-07] Evaluate display effectiveness for audience engagement. (Evaluating)

#### Grade 12

Students will be able to:

- [SLO: ATD-12-E-01] Recall essential tools for exhibition setup. (Remembering)
- [SLO: ATD-12-E-02] Describe environmental factors affecting preservation. (Understanding)
- [SLO: ATD-12-E-03] Plan and execute an advanced display layout. (Creating)
- [SLO: ATD-12-E-04] Apply advanced preservation techniques for textiles. (Applying)
- [SLO: ATD-12-E-05] Develop a comprehensive catalog with photos and descriptions. (Creating)
- [SLO: ATD-12-E-06] Analyze risks to products during transport/storage. (Analyzing)
- [SLO: ATD-12-E-07] Critique exhibitions using professional criteria. (Evaluation)

## Domain F: Creative Entrepreneurship & Digital Design

**Standard:** Students will be able to integrate creative and entrepreneurial thinking with digital design tools to identify opportunities, conceptualize, prototype, and market textile and design solutions that are innovative, culturally rooted, sustainable, and ethically responsible.

### Benchmark

1. Analyze fashion, textile, or art needs/trends and generate innovative, entrepreneurial, and culturally relevant design solutions that prioritize sustainability.
2. Use digital design and visualization tools (e.g., Canva, basic CAD, online mood boards) to create, present, and promote prototypes while demonstrating responsible use of intellectual property and technology.

### Student Learning Outcomes

#### Grade 11

Students will be able to:

- [SLO: ATD-11-F-01] Identify 2–3 emerging trends in art/textile/fashion and explain their cultural or practical significance. (Analyze)
- [SLO: ATD-11-F-02] Create a mood board (digital or physical) to represent inspiration and theme for a design project. (Create)
- [SLO: ATD-11-F-03] Use Canva or a similar tool to draft 1–2 simple promotional visuals (flyers/social media posts) for a textile/art product. (Apply/Create)
- [SLO: ATD-11-F-04] Prepare basic cost and material sheet for a small textile item (e.g., cushion cover, tote bag). (Apply)
- [SLO: ATD-11-F-05] Present a prototype sketch or sample digitally and explain its functional and aesthetic features. (Apply/Analyze)
- [SLO: ATD-11-F-06] Explain ethical issues related to copying patterns, cultural motifs, or digital designs. (Understand/Evaluate)

#### Grade 12

Students will be able to:

- [SLO: ATD-12-F-01] Conduct a mini market study (10+ peers/customers) on design preferences and summarize insights in a visual report. (Analyze/Evaluate)
- [SLO: ATD-12-F-02] Develop a design prototype using digital visualization (Canva, simple CAD, or equivalent) and justify choices of color, texture, and material. (Create/Analyze)
- [SLO: ATD-12-F-03] Create a simple brand identity (logo, tagline, sample packaging/label) for an art/textile micro-enterprise. (Create)
- [SLO: ATD-12-F-04] Prepare a costing and pricing sheet for at least two products, ensuring inclusion of profit margin and sustainability factors. (Apply/Evaluate)

	<ul style="list-style-type: none"> <li>• [SLO: ATD-12-F-05] Design a short online catalog or lookbook (3–4 pages/slides) for product presentation using Canva or similar tools. (Create)</li> <li>• [SLO: ATD-12-F-06] Deliver a 3-minute digital pitch (slides or visuals) to showcase the product, brand identity, and customer value. (Evaluate/Create)</li> </ul>
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### **Guidelines for Textbook/Instructional Material Developers**

Textbook and instructional material developers for Art and Textile Design (Grades XI–XII) should treat the curriculum as an integrated framework that balances conceptual understanding, practical skill development, cultural awareness, ethical responsibility, and contemporary relevance. Learning materials should move beyond descriptive content and function as guided learning resources that actively engage students in observation, experimentation, reflection, critique, and creative production, while maintaining the academic rigor expected at the higher secondary level.

All materials must be fully aligned with the prescribed domains, standards, benchmarks, and Student Learning Outcomes, ensuring coherence and progression. Content should be carefully scaffolded, with increasing complexity and independence, and theory should be meaningfully integrated with practice through activities, visual examples, reflective prompts, and project-based tasks that reinforce design principles, textile knowledge, and creative processes.

Given the visual and skill-based nature of the subject, high-quality and pedagogically purposeful visuals are essential. Images, diagrams, process illustrations, and annotated examples should be accurate, culturally appropriate, and instructionally relevant. Learning materials should prominently reflect Pakistan’s artistic and textile heritage such as folk traditions, Islamic art, calligraphy, indigenous textiles, and regional crafts while selectively introducing international references to broaden global understanding, ensuring authenticity and avoiding stereotypes or misrepresentation.

Textbooks and supplementary resources must uphold inclusivity, cultural sensitivity, and national cohesion. Content should respect all religions, sects, genders, regions, and communities, and align with constitutional values and national ideology. Examples and activities should reflect diversity in a balanced manner, promoting mutual respect, tolerance, and shared cultural values.

The development of 21st-century skills should be embedded throughout the material. Learning resources should promote creativity, critical and reflective thinking, communication, collaboration, problem-solving, and responsible decision-making through open-ended design tasks, inquiry-based questions, critique activities, and real-world design challenges. Students should be

encouraged to analyze visual culture, justify creative decisions, evaluate outcomes, and express ideas using appropriate artistic terminology.

Digital literacy and responsible use of technology should be integrated where relevant, particularly in graphic design, textile pattern development, portfolio creation, documentation, and presentation. References to accessible digital tools and platforms may be included, with flexibility for varying resource contexts. Where permitted, curated digital resources may be incorporated, provided they are educationally sound, age-appropriate, ethically sourced, and aligned with curriculum objectives.

Materials should promote ethical awareness, sustainability, and respect for intellectual property. Students should be guided to understand originality, responsible use of cultural motifs, environmental impact of textile materials, sustainable practices, and ethical entrepreneurship, particularly within applied and enterprise-oriented components.

Assessment-related content should support learning by including sample project briefs, practical tasks, portfolio guidelines, reflective questions, and self- and peer-assessment tools. Exemplars may be provided to illustrate quality and craftsmanship, without restricting originality or experimentation.

Language and presentation should be clear, inclusive, and developmentally appropriate. Technical terms should be introduced gradually, and practical instructions must be concise, sequential, and safety-conscious, especially when working with tools, equipment, dyes, or machinery. Safety guidance should be embedded within relevant content. The materials must be free from bias, commercial promotion, or inappropriate content, and adaptable to diverse educational contexts, including low-resource settings. Where possible, alternative materials or locally available resources should be suggested without compromising learning outcomes.

Overall, instructional materials for Art and Textile Design should function as dynamic learning companions that inspire creativity, skill mastery, cultural appreciation, and ethical practice, enabling learners to engage meaningfully with both traditional heritage and contemporary visual culture, and to recognize the role of creative disciplines in personal development and sustainable economic opportunity.

## **Suggested Guidelines for Teaching and Learning**

The following guidelines outline the suggested teaching approach for Art and Textile Design at the higher secondary level. They intend to inform classroom practice while allowing flexibility according to institutional context and available resources.

- Art and Textile Design at this level emphasizes creative exploration, practical skill development, and critical engagement with visual and material culture. While teaching this subject, learning experiences may be designed to strengthen creativity, aesthetic awareness, cultural understanding, and responsible creative practice.

- The learning process benefits from active engagement and hands-on experience. Teaching in this way allows learners to understand materials, techniques, and design processes through demonstration, practice, experimentation, and reflection.
- Themes and design ideas may be used to organize learning tasks. Such an approach supports individual interpretation, idea development, and varied outcomes through drawing, sampling, surface exploration, and finished work.
- Observation, inquiry, and reflection may be integrated during teaching of this subject. Discussion, visual analysis, and review of work help learners develop critical awareness, visual literacy, and confidence in expressing ideas.
- Flexibility in learning activities allows students to work at different levels of complexity. While teaching, choice in themes, materials, or techniques may support diverse abilities, and collaborative work may encourage shared learning and problem-solving.
- Cultural context forms an essential part of learning in this subject. Teaching may draw upon Pakistani folk art, Islamic art, calligraphy, regional textiles, and traditional crafts, while also allowing connections with contemporary and global practices.
- Use of digital and visual resources may support idea development and documentation where facilities are available. While teaching this subject, simple tools such as mobile photography, printed visuals, or shared digital resources can assist in presentation and portfolio development.
- Learning progress may be observed over time through sketchbooks, samples, project work, and portfolios. Reflection on both process and outcome supports improvement and achievement of curriculum objectives.
- A respectful and inclusive learning environment is essential while teaching Art and Textile Design. Attention to safety, responsible use of tools and materials, and sensitivity to cultural and social diversity supports positive participation.
- Orderly organization of classroom and studio spaces supports effective learning. While teaching in resource-limited contexts, shared use of materials, clear routines, and time management may ensure equitable access and sustained engagement.
- Ongoing reflection and engagement with contemporary art and textile practices may enrich the teaching–learning experience. Such engagement supports relevance and helps learners recognize future educational and vocational possibilities.

Overall, teaching Art and Textile Design at Grades XI–XII aims to develop confidence, curiosity, creative independence, cultural awareness, and practical skills necessary for continued learning and meaningful participation in the field of art and design.

## Guidelines for Assessment

Assessment is an integral component of the teaching–learning process, as it not only measures learning outcomes but also informs instructional decisions, supports skill development, and promotes reflective practice. In Art and Textile Design, assessment serves a dual purpose: it evaluates learners’ creative, technical, and conceptual competencies while simultaneously nurturing critical thinking, cultural awareness, and professional attitudes. Given the applied and skill-oriented nature of the subject, assessment places balanced emphasis on both practical proficiency and theoretical understanding. This comprehensive approach ensures that students are well prepared for advanced studies, creative industries, and entrepreneurial pathways.

### Formative Assessment

Formative assessment is ongoing and embedded in the learning process. It provides feedback for improvement, helps monitor progress, and encourages reflective practice. In Art and Textile Design, formative assessment may include:

- Sketchbooks, design drafts, and practice exercises
- Journals documenting exploration, inspirations, and reflections
- Peer and self-assessment of projects and prototypes
- Observations of skill development during studio work

### Summative Assessment

Summative assessment evaluates learners’ overall achievement at the end of a term or academic course. It measures the extent to which students have achieved the prescribed Student Learning Outcomes (SLOs) and curriculum standards. In Art and Textile Design, summative assessment is designed to assess both practical competence and theoretical understanding, reflecting the applied, creative, and skill-based nature of the subject.

Summative assessment shall comprise two components:

- Practical Assessment – 60%
- Theory Assessment – 40%

This balanced structure ensures that learners demonstrate sustained creative practice, technical proficiency, and conceptual understanding.

#### A. Theory Assessment (40%)

Theory assessment evaluates learners’ conceptual understanding, analytical thinking, and ability to articulate creative and design-related ideas. It complements practical work by ensuring students possess a sound understanding of underlying theories, principles, and contextual knowledge.

The theory examination may include:

- Multiple-choice questions

- Short-answer questions
- Extended or essay-type responses
- Design analysis and reflective writing tasks

This component assesses students' understanding of art and design principles, textile concepts, visual culture, historical and cultural contexts, and their ability to critically reflect on creative processes and outcomes.

## **B. Practical Assessment (60%)**

Practical assessment constitutes the major portion of summative evaluation and emphasizes hands-on learning, creativity, craftsmanship, and application of design principles. It is portfolio-driven and supported by on-spot practical examinations, enabling assessment of both sustained work overtime and real-time problem-solving abilities.

### **I. Portfolios**

Students shall maintain portfolios across three domains: Art, Textile, and Graphic Design. Portfolios serve as a comprehensive record of learners' skill development, experimentation, creative growth, and conceptual exploration throughout the academic year.

Portfolio components include:

**Art Portfolio:** Sketches, observational drawings, paintings, still-life compositions, color studies, calligraphy, and compositional exercises.

**Textile Portfolio/Project:** Samples of surface embellishment, embroidery, block printing, fabric painting, garment construction, textile manipulation, and personal styling exercises.

**Graphic Design Portfolio:** Layout designs, posters, social media graphics, typography exercises, digital compositions, and short video or motion graphic projects (where facilities permit).

Portfolios shall be assessed on the following criteria:

- Creativity and originality
- Technical skill and craftsmanship
- Application of design principles
- Conceptual clarity and cultural relevance

### **II. On-Spot Practical Examinations**

On-spot practical examinations assess learners' ability to apply acquired skills under time-bound and structured conditions, simulating real-world creative and professional scenarios. These examinations will be conducted separately for Art, Textile, and Graphic Design, with tasks aligned to curriculum objectives.

Students are required to demonstrate:

- Technical proficiency and correct use of tools, materials, and techniques
- Problem-solving skills and adaptability to task requirements
- Integration of design principles, aesthetics, and cultural elements

Time allocation shall be appropriately structured to ensure fairness, feasibility, and adequate opportunity for meaningful demonstration of skills in each domain.

### **Viva Voce (Oral Examination)**

A Viva Voce shall be conducted as an integral component of the Practical Assessment in Art and Textile Design. The purpose of the Viva Voce is to assess learners' conceptual understanding, reflective thinking, technical awareness, and ability to articulate creative and design-related decisions. The viva voce carries a total of 12 marks, distributed as follows:

- Portfolio-based Viva Voce: 06 marks
- On-spot Practical-based Viva Voce: 06 marks

Passing both the components is mandatory.

During the Viva Voce, students may be required to:

- Explain the concept, theme, and inspiration behind their work
- Describe the materials, tools, techniques, and processes used
- Justify design decisions with reference to design principles, aesthetics, and cultural context
- Reflect on challenges, problem-solving strategies, and learning outcomes

<b>1st Year (Grade 11) – Practical Assessment (Total: 60 Marks)</b>		
<b>Component</b>	<b>Description</b>	<b>Marks</b>
<b>Art Portfolio</b>	<ul style="list-style-type: none"><li>• Sketches (Line drawing, still life, texture rendering, value shading)</li><li>• Color theory &amp; Composition (Color wheel, color harmony, thematic composition)</li><li>• Calligraphy Practice (Kufic script with basic illumination techniques)</li><li>• Folk Art Surface Design (Create a composition inspired by Pakistani folk art e.g., Ajrak, Truck Art)</li></ul>	08
<b>Textile Portfolio</b>	<ul style="list-style-type: none"><li>• Samples of Surface Embellishment (Embroidery/Structural design/fabric printing)</li></ul>	08

<b>Graphic Design Portfolio</b>	<ul style="list-style-type: none"> <li>• 5 Posters design using Canva/CAD (social message/theme-based)</li> <li>• 5 Typography Practice Use of font pairing, hierarchy, and spacing in a visual composition (e.g., quote layout)</li> <li>• 5 Layout Design (Creating a balanced composition using alignment, contrast, proximity, and white space)</li> <li>• 5 Social Media Graphic (Design an Instagram/Facebook post using Canva/CAD for a fictional campaign or event)</li> <li>• 5 Short Video Practice on Canva/CAD.</li> </ul>	08
<b>Viva Voce</b>	<ul style="list-style-type: none"> <li>• Explanation of concepts, creative intent, techniques, and reflection in portfolio work.</li> </ul>	06
<b>On spot Exam</b>	<ul style="list-style-type: none"> <li>• The on-spot practical examination will assess students' applied skills across three major domains: <ul style="list-style-type: none"> <li>◦ Art</li> <li>◦ Textile Design</li> <li>◦ Graphic Design</li> </ul> </li> <li>• Each component will carry 08 marks and will be conducted separately. Students will be required to demonstrate their creativity, technical proficiency, and understanding of design principles through hands-on tasks assigned during the exam.</li> </ul>	24
<b>Viva Voce</b>	<ul style="list-style-type: none"> <li>• Understanding, design decisions, techniques, and problem-solving in practical tasks.</li> </ul>	06
	<b>Total</b>	<b>60</b>

### 2<sup>nd</sup> Year (Grade 12) – Practical Assessment (Total: 60 Marks)

Component	Description	Marks
<b>Art Portfolio</b>	<ul style="list-style-type: none"> <li>• Advanced Drawing &amp; Painting (Complex compositions, use of perspective, balance, rhythm)</li> <li>• Islamic Art &amp; Calligraphy (Manuscript layout using basic Thuluth/Diwani scripts with gold leafing &amp; motifs)</li> <li>• Surface Design Project (Final design based on folk or Islamic pattern, applied on paper)</li> </ul>	08
<b>Textile Project</b>	<ul style="list-style-type: none"> <li>• Taking body measurements, drafting basic bodice (shirt) &amp; shalwar/trouser. Designing &amp; stitching of a garment by applying previously learned surface embellishment techniques.</li> </ul>	08
<b>Graphic Design Portfolio</b>	<ul style="list-style-type: none"> <li>• Graphic Design Composition (Branding set or infographic using Canva/CAD)</li> <li>• Portfolio + Critique Skills (Complete portfolio + participation in group critique using design vocabulary)</li> </ul>	08

<b>Viva Voce</b>	<ul style="list-style-type: none"> <li>• Explanation of concepts, creative intent, techniques, and reflection in portfolio work.</li> </ul>	06
<b>On spot Exam</b>	<ul style="list-style-type: none"> <li>• The on-spot practical examination will assess students' applied skills across three major domains:               <ul style="list-style-type: none"> <li>◦ Art</li> <li>◦ Textile Design</li> <li>◦ Graphic Design</li> </ul> </li> <li>• Each component will carry 08 marks and will be conducted separately. Students will be required to demonstrate their creativity, technical proficiency, and understanding of design principles through hands-on tasks assigned during the exam.</li> </ul>	24
<b>Viva Voce</b>	<ul style="list-style-type: none"> <li>• Understanding, design decisions, techniques, and problem-solving in practical tasks.</li> </ul>	06
	<b>Total</b>	<b>60</b>

### Curriculum Development Team

S. No.	Name and Designation	Role in Committee
1.	Dr. Tabassum Naz, director NCC	Chairperson
2.	Prof. Rozina Faheem, Principal Institute of Home Economics, Art & Design, F-11/1 Islamabad	Member
3.	Misbah Rafi, Associate Professor, Institute of Home Economics, Art & Design F-11/1, Islamabad	Member
4.	Sadia Batool, Assistant Professor, Institute of Home Economics, Art & Design F-11/1, Islamabad	Member
5.	Sadaf Chahal, Lecturer, Islamabad Model College for Girls, Humak	Member
6.	Zohra Bano, Lecturer, Institute of Home Economics, Art & Design F-11/1, Islamabad	Member
7.	Asma Iftikhar, Lecturer, Institute of Home Economics, Art & Design F-11/1, Islamabad	Member
8.	Bushra Anwar, Education Officer, National Curriculum Council Islamabad	Member
9.	Dr. Wasai, Education officer, National Curriculum Council Islamabad	Member
10.	Tahir Mehmood, Assistant Educational Officer, National Curriculum Council Islamabad.	Secretary/ Member

**TO BE PUBLISHED IN THE NEXT GAZETTE  
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**Government of Pakistan  
National Curriculum Council Wing  
Ministry of Federal Education and Professional Training  
\*\*\*\*\***

Islamabad, January 23<sup>rd</sup>, 2026

**NOTIFICATION**

F. No.2-10(2025) Pre Home Economics (XI-XII)NCC :In exercise of the powers conferred under the Federal Supervision of Curricula , Textbooks and Maintenance of Standards of Education Act 1976 Section 3(2)(a), the competent authority i.e. Director , NCC Wing, M/o FE&PT has approved the curriculum of “Art and Textile Design” for Grades (XI-XII)” under Pre Home Economics Group . The Curriculum will be implemented in all public and private educational institutions of Islamabad Capital Territory (ICT) and the educational institutions under Federal Government across the country w.e.f academic year 2026-27. This curriculum is available at [ncc.gov.pk](http://ncc.gov.pk).

  
(Tahir Mehmood)

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