



Technical, Education, Vocational and  
Entrepreneurship Training Authority (TEVETA)

**ART AND ENGLISH TEACHERS DIPLOMA (AETD)  
(YEAR1)**

**PICTORIAL ART  
Record of Practical Assessment**

Learner`s name:\_\_\_\_\_

Learner`s NRC no.:\_\_\_\_\_

Learner`s TEVETA No.:\_\_\_\_\_

Institution Name:\_\_\_\_\_

Institution TVA No.:\_\_\_\_\_

Assessment Period:\_\_\_\_\_

## **PREFACE**

The Technical Education, Vocational and Entrepreneurship Training Authority (TEVETA) is an institution created under the Technical Education, Vocational and Entrepreneurship Training Act Number 13 of 1998, as amended by the Technical Education, Vocational and Entrepreneurship Training (Amendment) Act Number 11 of 2005.

The Act among other things provides that TEVETA shall:

- (a) regulate and conduct national examinations and assessments relating to technical education, vocational and entrepreneurship training;
- (b) charge and collect fees in respect of examinations, assessments and other services provided by the Authority;
- (c) award certificates to persons who succeed in examinations and assessments undertaken under this Act
- (d) do all such things connected with or incidental to the functions of the Authority under this Act.

Through this mandate, the Assessment and Qualifications Division of TEVETA has developed Practical Assessment Tool Kits to enable learners achieve the competences that are congruent with the demand of the workplace tasks. These tool kits in part are also intended to ensure that similar conditions under which all students in TEVET are assessed and examined apply wherever the course is undertaken in Zambia.

The Trainers shall work with the Learners to collect evidence of competence, using the benchmarks provided by the unit standards. During the year, the Learners shall be required to undertake a series of practical assessment tasks. It is the sum of all these assessments tasks that deems a Learner to be competent (or not).

This approach to assessment is not a one-off event but one that gives learners many opportunities to demonstrate skill and allow for the capturing and recording of these demonstrations.

For the Learner to be deemed competent, they must demonstrate competency in every aspect of the practical tasks being undertaken. It must however be understood by the Trainer that Competency does not mean expert. It means that the candidate has attained sufficient skill and knowledge to perform the activity or service to a degree and quality that is acceptable to the industry and the customer in a time within which a competent person at the level could reasonably be expected to perform the task.

While this will be undertaken at institutional level, it is therefore envisaged that the Assessment principles of VALIDITY, RELIABILITY, FAIRENESS and FLEXIBILITY shall at all times be adhered to.

## Pre-Assessment

Assessment process explained to the Trainee (✓ if Yes).	<input type="checkbox"/>
Any appeal relating to the outcome of the assessment or the way in which the assessment was conducted shall be made through the TEVETA <u>fair treatment policy</u> as explained to the Trainee (✓ if Yes).	<input type="checkbox"/>

<b>Learner/Trainee</b>  Learner/Trainee name: (Print)  Learner/Trainee comments:	<b>Assessor/Examiner</b>  Assessor/Examiner name: (Print)  Assessor/Examiner comments:
I fully understand the assessment and appeals process.	Theory assessment sighted and checked as satisfactory. <input type="checkbox"/>
Signature:  Date:	Signature:  Date:

# Contents

TASK 1: SAFETY .....	5
TASK 2: LANDSCAPE PAINTING .....	6
TASK 3: PALETTE KNIFE PAINTING.....	7
TASK 4: EASEL .....	8
TASK 5: CANVAS STRETCHING .....	9
TASK 6: OIL PAINTING .....	10
TASK 7: PORTRAIT .....	11
TASK 8: SPLIT-COMPLEMENTARY .....	12
TASK 9: POINTILLISM.....	13
TASK 10: MURAL PAINTING .....	14
TASK 11: COLOUR SCHEMES .....	15
TASK 12: EXHIBITION AND DISPLAY .....	16
TASK 13: BASIC ART ELEMENTS AND PRINCIPLES .....	17
TASK 14: STICK FIGURES .....	19
TASK 15: GEOMETRIC FORMS .....	20
TASK 16: BASIC HUMAN FORM.....	21
TASK 17: MONOCHROMATIC VALUES .....	22
TASK 18: MIXED MEDIA .....	23
TASK 19: ABSTRACT ART.....	24
TASK 20: MAKING DRAWING BOARD.....	25
TASK 21: PAINTING IN POLYCHROMATIC VALUES .....	26
TASK 22: POTRAIT STUDY AND DRAWING .....	27
TASK 23: MAKING A PALETTE.....	28
TASK 24: MURAL DESIGN - CARTOON.....	29
TASK 25: MURAL DESIGN IN CUBISM STYLE .....	30
TASK 26: RUBBINGS .....	31
TASK 27: OBTAINING SECONARY COLOURS .....	32
TASK 28: STUDY OF THE HUMAN HEAD.....	33
TASK 29: FULL HUMAN FIGURE.....	34
TASK 30: COMPOSITION .....	35
FINAL PRACTICAL ASSESSMENT SUMMARY .....	37
ASSESSMENT OUTCOME .....	40
VALIDATION OF THE ASSESSMENT .....	41

## TASK 1: SAFETY

No	Activity	Competency					
		Satisfactory			Not Satisfactory		
	During observation of work activities, the candidate demonstrated that they can:	1	2	3	1	2	3
1.0		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	a) Adhere to safety requirements including proper storage of materials, tools and equipment such as : <ul style="list-style-type: none"> <li><input type="checkbox"/> Paint</li> <li><input type="checkbox"/> Thinners</li> <li><input type="checkbox"/> Preservatives</li> <li><input type="checkbox"/> Brushes</li> <li><input type="checkbox"/> Reams of paper</li> <li><input type="checkbox"/> Trimming cutters</li> <li><input type="checkbox"/> Spray guns</li> </ul>						
	b) Maintain clean environment <ul style="list-style-type: none"> <li><input type="checkbox"/> Suitable sitting arrangement</li> <li><input type="checkbox"/> Good ventilation</li> </ul>						
	c) Handle tools and equipment properly such as: <ul style="list-style-type: none"> <li><input type="checkbox"/> Trimming cutters</li> <li><input type="checkbox"/> Guillotine</li> <li><input type="checkbox"/> Drill machines</li> <li><input type="checkbox"/> Power saws</li> <li><input type="checkbox"/> Angle grinders</li> </ul>						

Examiner`s comments:

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Learner`s Name/sign:

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## TASK 2: LANDSCAPE PAINTING

No	Activity	Competency					
		Satisfactory			Not Satisfactory		
1.0	During observation of work activities, the candidate demonstrated that they can:	1	2	3	1	2	3
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.1	Use Impasto technique. <input type="checkbox"/> Select a landscape according to technique <input type="checkbox"/> Sketch details in pencil						
1.2	Application medium : Acrylic paint <input type="checkbox"/> Use various brush sizes						

Examiner`s comments:

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### TASK 3: PALETTE KNIFE PAINTING

No	Activity	Competency					
		Satisfactory			Not Satisfactory		
	During observation of work activities, the candidate demonstrated that they can:	1	2	3	1	2	3
<b>1.0</b>	<b>PAINTING USING PALETTE KNIFE</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.1	Set up a simple but interesting still life <input type="checkbox"/> Using: Acrylic paints <input type="checkbox"/> Using varying sizes of palette knives <input type="checkbox"/> Apply on Canvas						

Examiner`s comments:

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## TASK 4: EASEL

No	Activity	Competency					
		Satisfactory			Not Satisfactory		
	During observation of work activities, the candidate demonstrated that they can:	1	2	3	1	2	3
1.0	MAKING AN EASEL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.1	Construct a Standard Tripod Easel using equipment and tools: <ul style="list-style-type: none"> <li><input type="checkbox"/> Pencil/ ruler/ measuring tape</li> <li><input type="checkbox"/> Mark measurements</li> <li><input type="checkbox"/> Planks</li> <li><input type="checkbox"/> Plane</li> <li><input type="checkbox"/> Drill machine</li> <li><input type="checkbox"/> Nuts and bolts</li> <li><input type="checkbox"/> Hinges</li> <li><input type="checkbox"/> Nails</li> <li><input type="checkbox"/> Spanners</li> <li><input type="checkbox"/> Sand papers</li> <li><input type="checkbox"/> Varnish</li> </ul>						
1.2	Construct Standard Tripod Easel by: <ul style="list-style-type: none"> <li><input type="checkbox"/> Planning</li> <li><input type="checkbox"/> Measuring</li> <li><input type="checkbox"/> Drilling</li> <li><input type="checkbox"/> Screwing</li> <li><input type="checkbox"/> Constructing</li> <li><input type="checkbox"/> Sand papering</li> <li><input type="checkbox"/> Varnishing</li> </ul>						

Examiner`s comments:

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## TASK 5: CANVAS STRETCHING

No	Activity	Competency					
		Satisfactory			Not Satisfactory		
	During observation of work activities, the candidate demonstrated that they can:	1	2	3	1	2	3
1.0	Stretch a canvas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.1	Stretch Canvas to frame 50cm x 35 cm <ul style="list-style-type: none"> <li><input type="checkbox"/> Measure and cut canvas with overlap of (5cm) (55cm x 40cm)</li> <li><input type="checkbox"/> Start fixing canvas to frame with tuck nails from one end to the next (not opposite ends)</li> <li><input type="checkbox"/> See that it is well stretched</li> <li><input type="checkbox"/> clean with water</li> </ul>						

Examiner`s comments:

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## TASK 6: OIL PAINTING

No	Activity	Competency					
		Satisfactory			Not Satisfactory		
1.0	During observation of work activities, the candidate demonstrated that they can:	1	2	3	1	2	3
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.1	Paint the Human Figure using oil paints						
	<b>Paint the arranged subject in oil paints</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Apply paints thinly first</li> <li><input type="checkbox"/> Build the subject</li> <li><input type="checkbox"/> Oil paint is slow drying</li> </ul>						

Examiner`s comments:

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## TASK 7: PORTRAIT

No	Activity	Competency					
		Satisfactory			Not Satisfactory		
	During observation of work activities, the candidate demonstrated that they can:	1	2	3	1	2	3
1.0	Paint a portrait in pointillism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.1	Sketch the portrait lightly. <input type="checkbox"/> Capture the image of the subject <input type="checkbox"/> Indicate folds and patterns of clothing						
1.2	Paint the subject in pointillism technique using pure colour dots: <input type="checkbox"/> Use only three hues <input type="checkbox"/> Extend colour palette by their tones of polychromatic scale <input type="checkbox"/> Apply composition elements and principles <input type="checkbox"/> Paper size: A3						

Examiner's comments:

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## TASK 8: SPLIT-COMPLEMENTARY

No	Activity	Competency					
		Satisfactory			Not Satisfactory		
	During observation of work activities, the candidate demonstrated that they can:	1	2	3	1	2	3
1.0	<b>Split-complementary colour scheme</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Select a Split-complementary scheme from the colour wheel</li> <li><input type="checkbox"/> Paint the portrait</li> <li><input type="checkbox"/> Use paper size A3</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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## TASK 9: POINTILLISM

No	Activity	Competency					
		Satisfactory			Not Satisfactory		
	<b>During observation of work activities, the candidate demonstrated that they can:</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>1.0</b>	<b>Paint picture in pointillism technique</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Paint a landscape using three hues and their polychromatic values</li> <li><input type="checkbox"/> Picture size: A3 paper</li> <li><input type="checkbox"/> Compositional elements /principle apply</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Examiner`s comments:

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## TASK 10: MURAL PAINTING

No	Activity	Competency					
		Satisfactory			Not Satisfactory		
	During observation of work activities, the candidate demonstrated that they can:	1	2	3	1	2	3
1.0		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	a) Prepare the surface area: <input type="checkbox"/> Sand papering <input type="checkbox"/> Dusting off <input type="checkbox"/> Priming area with white acrylic paint <input type="checkbox"/> Use large/ wide brush 6inch /roller						
	b) Transfer the cartoon (sketch design) using: <input type="checkbox"/> Grid system <input type="checkbox"/> Scaling <input type="checkbox"/> sketching						
2.0	Paint picture in Acrylic paints: <input type="checkbox"/> Apply two-or more coats for permanence of paints						

Examiner`s comments:

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Learner`s Name/sign: \_\_\_\_\_

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## TASK 11: COLOUR SCHEMES

No	Activity	Competency					
		Satisfactory			Not Satisfactory		
	During observation of work activities, the candidate demonstrated that they can:	1	2	3	1	2	3
1.0		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	a) Use various colour Schemes: <ul style="list-style-type: none"> <li><input type="checkbox"/> Tertiary</li> <li><input type="checkbox"/> Analogues</li> <li><input type="checkbox"/> Contrasting</li> <li><input type="checkbox"/> Split complementary</li> <li><input type="checkbox"/> Chromatic</li> </ul>						
	b) Compose picture of geometric forms using: <ul style="list-style-type: none"> <li><input type="checkbox"/> Analogues colours with their chromatic values</li> <li><input type="checkbox"/> Colour palette should not be more than five colours in all</li> </ul> c) Use Paper size A2 board/ Manila paper						

Examiner`s comments:

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## TASK 12: EXHIBITION AND DISPLAY

No	Activity	Competency					
		Satisfactory			Not Satisfactory		
	<b>During observation of work activities, the candidate demonstrated that they can:</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>1.0</b>	Exhibit and Display using:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.1	a) Various display styles including: <ul style="list-style-type: none"> <li><input type="checkbox"/> Subject matter /medium</li> <li><input type="checkbox"/> Subject matter /style</li> <li><input type="checkbox"/> Quality of Artwork</li> </ul> b) Display artworks by using different aspects including: <ul style="list-style-type: none"> <li>▪ Theme</li> <li>▪ Size of Artwork</li> <li>▪ Colour scheme</li> <li>▪ Frame</li> </ul> c) Create an exhibition by considering: <ul style="list-style-type: none"> <li><input type="checkbox"/> Individual /group</li> <li><input type="checkbox"/> Exhibition space</li> <li><input type="checkbox"/> Natural light</li> <li><input type="checkbox"/> Artificial lighting system</li> <li><input type="checkbox"/> Display on wall</li> <li><input type="checkbox"/> Display on moveable boards</li> <li><input type="checkbox"/> Quality of work</li> </ul>						
2.0	Do a mini-Exhibition of your Artworks						

Examiner`s comments:

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### TASK 13: BASIC ART ELEMENTS AND PRINCIPLES

No	Activity	Competency					
		Satisfactory			Not Satisfactory		
	<b>During observation of work activities, the candidate demonstrated that they can:</b>						
<b>1.0</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>3</b>
1.1	Apply basic art elements of pictorial art including: <ul style="list-style-type: none"> <li><input type="checkbox"/> Dot</li> <li><input type="checkbox"/> Line</li> <li><input type="checkbox"/> Colour</li> <li><input type="checkbox"/> Shape</li> <li><input type="checkbox"/> Form</li> <li><input type="checkbox"/> Texture</li> <li><input type="checkbox"/> Space</li> <li><input type="checkbox"/> Tone</li> <li><input type="checkbox"/> Rhythm</li> <li><input type="checkbox"/> Proportions</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2	Apply basic art principles in pictorial art including: <ul style="list-style-type: none"> <li><input type="checkbox"/> Scale</li> <li><input type="checkbox"/> Volume</li> <li><input type="checkbox"/> Balance</li> <li><input type="checkbox"/> Emphasis</li> <li><input type="checkbox"/> Focal point</li> <li><input type="checkbox"/> View Point</li> <li><input type="checkbox"/> Distortion</li> <li><input type="checkbox"/> Composition</li> <li><input type="checkbox"/> Harmony</li> <li><input type="checkbox"/> Pattern</li> <li><input type="checkbox"/> Arrangement</li> <li><input type="checkbox"/> Light and Shade</li> </ul>						
<b>2.0</b>	Apply art elements and principles in: <ul style="list-style-type: none"> <li><input type="checkbox"/> Imaginative Compositions: market/ traditional ceremony</li> <li><input type="checkbox"/> Creative Artworks: collage/ pointillism/ abstract</li> <li><input type="checkbox"/> Paintings: landscape</li> <li><input type="checkbox"/> Figure: dummy/skeleton/ human/ other</li> <li><input type="checkbox"/> Drawing: still life/ portrait</li> </ul>						

Examiner`s comments:

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## TASK 14: STICK FIGURES

No	Activity	Competency					
		Satisfactory			Not Satisfactory		
	<b>During observation of work activities, the candidate demonstrated that they can:</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>1.0</b>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.1	Draw stick figures by changing the positions of the arms and leg joints, the spine and the head.						
1.2	Draw stick-figures in action including: <input type="checkbox"/> Running <input type="checkbox"/> Kicking a ball <input type="checkbox"/> Kneeling down <input type="checkbox"/> Carrying a basket <input type="checkbox"/> Drumming						

Examiner`s comments:

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## TASK 15: GEOMETRIC FORMS

No	Activity	Competency					
		Satisfactory			Not Satisfactory		
	During observation of work activities, the candidate demonstrated that they can:	1	2	3	1	2	3
1.0		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.1	Draw figure using geometric forms: <input type="checkbox"/> Cone <input type="checkbox"/> Cube <input type="checkbox"/> Sphere <input type="checkbox"/> Cylinder <input type="checkbox"/> Pyramid						
1.2	Use geometric forms to draw pictures like "Robot Man" including: <input type="checkbox"/> Standing Akimbo <input type="checkbox"/> Bending <input type="checkbox"/> Exercising <input type="checkbox"/> Catching a ball						

Examiner`s comments:

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## TASK 16: BASIC HUMAN FORM

No	Activity	Competency					
		Satisfactory			Not Satisfactory		
	During observation of work activities, the candidate demonstrated that they can:	1	2	3	1	2	3
1.0		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.1	Draw human forms: <input type="checkbox"/> the natural contours and curve lines of the body: <input type="checkbox"/> Interpret the balance of the figure posture.						
1.2	Emphasise the flow line of posture <input type="checkbox"/> Free-flow of drapery <input type="checkbox"/> shading give contrast of dark and light <input type="checkbox"/> The contours making the body <input type="checkbox"/> Hatching of the lines on the body gives roundness of form						

Examiner`s comments:

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## TASK 17: MONOCHROMATIC VALUES

No	Activity	Competency					
		Satisfactory			Not Satisfactory		
	During observation of work activities, the candidate demonstrated that they can:	1	2	3	1	2	3
1.0		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.1	Paint subject matter in Monochromatic values including: <input type="checkbox"/> Landscape painting <input type="checkbox"/> Still life <input type="checkbox"/> figure						
2.0	Select only five tone values of the monochromatic scale: <input type="checkbox"/> Paint subject on paper, <input type="checkbox"/> Apply compositional elements and principles						

Examiner`s comments:

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Examiner Name/Sign:

Learner`s Name/sign:

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## TASK 18: MIXED MEDIA

No	Activity	Competency					
		Satisfactory			Not Satisfactory		
	During observation of work activities, the candidate demonstrated that they can:						
<b>1.0</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>3</b>
1.1	Use mixed media to paint subject matter including: <input type="checkbox"/> Wedding ceremony <input type="checkbox"/> Fashion parade <input type="checkbox"/> Still life group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2	Add patterns and textures in the composition by <input type="checkbox"/> cut and paste <input type="checkbox"/> trailing of paints  Depict subject matter on sugar paper						

Examiner`s comments:

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## TASK 19: ABSTRACT ART

No	Activity	Competency					
		Satisfactory			Not Satisfactory		
	<b>During observation of work activities, the candidate demonstrated that they can:</b>						
<b>1.0</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>3</b>
1.1	Paint abstract painting in spontaneous manner: <input type="checkbox"/> Using board paper or canvas placed on the floor <input type="checkbox"/> Or fixed to wall and protected by plastic sheet <input type="checkbox"/> Apply colour paints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2	Paint the Abstract Art by action painting including: <input type="checkbox"/> Splashing of paints <input type="checkbox"/> Spattering of paints <input type="checkbox"/> Spraying of paints <input type="checkbox"/> Dripping of paints <input type="checkbox"/> Scrapping certain areas of paint						

Examiner`s comments:

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## TASK 20: MAKING DRAWING BOARD

No	Activity	Competency					
		Satisfactory			Not Satisfactory		
	During observation of work activities, the candidate demonstrated that they can:	1	2	3	1	2	3
<b>1.0</b>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.1	Make Drawing Board from: <input type="checkbox"/> wood <input type="checkbox"/> Hard board <input type="checkbox"/> Board paper <input type="checkbox"/> Drawing board size: A2/3						

Examiner`s comments:

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## TASK 21: PAINTING IN POLYCHROMATIC VALUES

No	Activity	Competency					
		Satisfactory			Not Satisfactory		
	During observation of work activities, the candidate demonstrated that they can:	1	2	3	1	2	3
1.0		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.1	Choose three hues (3) only apply chromatic values. <input type="checkbox"/> The colour palette of polychromatic values only. <input type="checkbox"/> Use the chromatic tonal gradation scale to select colour palette						
1.2	Compose an art-work including <input type="checkbox"/> Portrait <input type="checkbox"/> Traditional ceremony <input type="checkbox"/> Landscape						

Examiner`s comments:

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Examiner Name/Sign:

Learner`s Name/sign:

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## TASK 22: POTRAIT STUDY AND DRAWING

No	Activity	Competency					
		Satisfactory			Not Satisfactory		
	During observation of work activities, the candidate demonstrated that they can:	1	2	3	1	2	3
1.0		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.1	Draw portraits from any view including: <input type="checkbox"/> Frontal <input type="checkbox"/> ¾ side view <input type="checkbox"/> Profile						

Examiner`s comments:

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Learner`s Name/sign:

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## TASK 23: MAKING A PALETTE

No	Activity	Competency								
		Satisfactory			Not Satisfactory					
	During observation of work activities, the candidate demonstrated that they can:	1	2	3	1	2	3			
1.0		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.1	Check the different shapes of palettes: <input type="checkbox"/> Oval <input type="checkbox"/> Square  Make Palette of wood or hard plastic									

Examiner`s comments:

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Examiner Name/Sign:

Learner`s Name/sign:

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## TASK 24: MURAL DESIGN - CARTOON

No	Activity	Competency					
		Satisfactory			Not Satisfactory		
	During observation of work activities, the candidate demonstrated that they can:	1	2	3	1	2	3
1.0		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.1	Design cartoon for mural that can be directly: <ul style="list-style-type: none"> <li><input type="checkbox"/> Stretched in pencil</li> <li><input type="checkbox"/> Scaled in ratio to cartoon design</li> <li><input type="checkbox"/> Projected by slide projector</li> <li><input type="checkbox"/> Epidiascope /other</li> </ul>						
1.2	Design should be in line with mural transfer methods above <ul style="list-style-type: none"> <li><input type="checkbox"/> Composition correctness of design for public appeal than criticism</li> </ul>						

Examiner`s comments:

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Examiner Name/Sign:

Learner`s Name/sign:

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## TASK 25: MURAL DESIGN IN CUBISM STYLE

No	Activity	Competency					
		Satisfactory			Not Satisfactory		
	During observation of work activities, the candidate demonstrated that they can:	1	2	3	1	2	3
1.0		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.1	Design a Mural in Cubism: <input type="checkbox"/> consider the design transfer methods including: <input type="checkbox"/> Scale of the Mural <input type="checkbox"/> Colour palette <input type="checkbox"/> Visual impact <input type="checkbox"/> Appeal						

Examiner`s comments:

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## TASK 26: RUBBINGS

No	Activity	Competency					
		Satisfactory			Not Satisfactory		
	During observation of work activities, the candidate demonstrated that they can:	1	2	3	1	2	3
1.0		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.1	Create Rubbings from various surfaces including: <ul style="list-style-type: none"> <li><input type="checkbox"/> Wall surface</li> <li><input type="checkbox"/> Wire gauze</li> <li><input type="checkbox"/> Leaves</li> <li><input type="checkbox"/> Carbon box inside ridges</li> <li><input type="checkbox"/> Sandpaper</li> </ul>						
1.2	Present fifteen (15) different textures <ul style="list-style-type: none"> <li><input type="checkbox"/> Arrange and paste these texture on a paper</li> <li><input type="checkbox"/> Fix artwork with fixative</li> </ul>						

Examiner`s comments:

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Learner`s Name/sign:

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## TASK 27: OBTAINING SECONDARY COLOURS

No	Activity	Competency					
		Satisfactory			Not Satisfactory		
1.0	During observation of work activities, the candidate demonstrated that they can:	1	2	3	1	2	3
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.1	Experiment with pigments to obtain secondary colours and with filters to see the other effect.						
1.2	Mix the primary colours in varying ratios to obtain various ranges of the secondary colours A. Red + Blue = <input type="checkbox"/> B. Red + Yellow = <input type="checkbox"/> C. Blue + Yellow = <input type="checkbox"/>						
1.3	Mix the paints well and apply paint to paper.						

Examiner's comments:

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Examiner Name/Sign:

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## TASK 28: STUDY OF THE HUMAN HEAD

No	Activity	Competency					
		Satisfactory			Not Satisfactory		
	During observation of work activities, the candidate demonstrated that they can:	1	2	3	1	2	3
1.0		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.1	Make quick sketches of the human head in different postures including: <input type="checkbox"/> Looking directly <input type="checkbox"/> Looking up <input type="checkbox"/> Looking down <input type="checkbox"/> Looking sideways <input type="checkbox"/> Facial emotions						
1.2	Sketch the heads to standard head shape: <input type="checkbox"/> Oval <input type="checkbox"/> Round <input type="checkbox"/> Square <input type="checkbox"/> Elliptical <input type="checkbox"/> Of different age groups /Gender						

Examiner`s comments:

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Learner`s Name/sign: \_\_\_\_\_

Date: \_\_\_\_\_

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## TASK 29: FULL HUMAN FIGURE

No	Activity	Competency					
		Satisfactory			Not Satisfactory		
1.0	During observation of work activities, the candidate demonstrated that they can:						
		1	2	3	1	2	3
1.1	Sketch the human figure <input type="checkbox"/> Skeleton <input type="checkbox"/> Sinew <input type="checkbox"/> Muscles <input type="checkbox"/> Skull	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2	Record the ideal human proportions by measuring different individuals: <input type="checkbox"/> Head to feet <input type="checkbox"/> Head to shoulders <input type="checkbox"/> Shoulders to the waist <input type="checkbox"/> Waist to hips <input type="checkbox"/> Hips to feet <input type="checkbox"/> Stretched arms from tip <input type="checkbox"/> Male and female						

Examiner`s comments:

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## TASK 30: COMPOSITION

No	Activity	Competency					
		Satisfactory			Not Satisfactory		
	During observation of work activities, the candidate demonstrated that they can:	1	2	3	1	2	3
<b>1.0</b>	<b>Compose a major principle element</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.1	Master all the elements including: <ul style="list-style-type: none"> <li><input type="checkbox"/> Tone</li> <li><input type="checkbox"/> Colour</li> <li><input type="checkbox"/> Form</li> <li><input type="checkbox"/> Space</li> <li><input type="checkbox"/> Rhythm</li> <li><input type="checkbox"/> Variety</li> <li><input type="checkbox"/> Focal point</li> <li><input type="checkbox"/> Balance</li> <li><input type="checkbox"/> Pattern</li> </ul> other principles including: <ul style="list-style-type: none"> <li><input type="checkbox"/> Emphasis</li> <li><input type="checkbox"/> Unity</li> <li><input type="checkbox"/> Stylisation</li> <li><input type="checkbox"/> Complexity</li> <li><input type="checkbox"/> Simplicity</li> <li><input type="checkbox"/> Harmony</li> <li><input type="checkbox"/> Arrangement</li> </ul>						
1.2	Compose and organise different objects in picture with clarity by the process of: <ul style="list-style-type: none"> <li><input type="checkbox"/> Observing</li> <li><input type="checkbox"/> Selecting</li> <li><input type="checkbox"/> Eliminating</li> <li><input type="checkbox"/> Arranging</li> <li><input type="checkbox"/> Harmonising</li> <li><input type="checkbox"/> Balancing</li> <li><input type="checkbox"/> Scaling</li> <li><input type="checkbox"/> Emphasizing</li> </ul>						
1.3	Make a composition of vibrant activity in paint media on given theme including: <ul style="list-style-type: none"> <li><input type="checkbox"/> Traditional ceremony</li> <li><input type="checkbox"/> Fishing scenery</li> <li><input type="checkbox"/> Rally</li> </ul>						

Examiner`s comments:

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Examiner Name/Sign:

Learner`s Name/sign:

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## FINAL PRACTICAL ASSESSMENT SUMMARY

Practical assessment summary

	Satisfactory	Not Satisfactory
1. SAFETY	<input type="checkbox"/>	<input type="checkbox"/>
2. USING POINT MEDIA	<input type="checkbox"/>	<input type="checkbox"/>
3. MAKING LOCAL PAINTS	<input type="checkbox"/>	<input type="checkbox"/>
4. WATER PAINT MEDIA	<input type="checkbox"/>	<input type="checkbox"/>
5. CHARCOAL STICKS	<input type="checkbox"/>	<input type="checkbox"/>
6. DRAWING WITH CHARCOAL	<input type="checkbox"/>	<input type="checkbox"/>
7. HATCH AND CROSS HATCH TECHNIQUE	<input type="checkbox"/>	<input type="checkbox"/>
8. OVERHAUL HYDRAULIC BRAKE MASTER CYLINDER	<input type="checkbox"/>	<input type="checkbox"/>
9. SPLIT COMPLIMENTARY	<input type="checkbox"/>	<input type="checkbox"/>
10. POINTILLISM	<input type="checkbox"/>	<input type="checkbox"/>
11. MIRAL PAINTING	<input type="checkbox"/>	<input type="checkbox"/>
12. COLOUR SCHEMES	<input type="checkbox"/>	<input type="checkbox"/>
13. EXHIBITION AND DISPLAY	<input type="checkbox"/>	<input type="checkbox"/>
14. BASIC ART ELEMENT AND PRINCIPLES	<input type="checkbox"/>	<input type="checkbox"/>

15.	<b>STICK FIGURES</b>	<input type="checkbox"/>	<input type="checkbox"/>
16.	<b>GEOMETRIC FORM</b>	<input type="checkbox"/>	<input type="checkbox"/>
17.	<b>BASIC HUMAN FORM</b>	<input type="checkbox"/>	<input type="checkbox"/>
18.	<b>MONOCHROMATIC VALUES</b>	<input type="checkbox"/>	<input type="checkbox"/>
19.	<b>ABSTRACT ART</b>	<input type="checkbox"/>	<input type="checkbox"/>
20.	<b>MAKING DRAWING BOARD</b>	<input type="checkbox"/>	<input type="checkbox"/>
21.	<b>PAINTING IN POLYCHROMATIC VALUES</b>	<input type="checkbox"/>	<input type="checkbox"/>
22.	<b>POTRAIT STUDY AND DRAWING</b>	<input type="checkbox"/>	<input type="checkbox"/>
23.	<b>MAKING A PALETTE</b>	<input type="checkbox"/>	<input type="checkbox"/>
24.	<b>MURAL DESIGN - CARTOON</b>	<input type="checkbox"/>	<input type="checkbox"/>
25.	<b>MURAL DESIGN IN CUBISM STYLE</b>	<input type="checkbox"/>	<input type="checkbox"/>
26.	<b>RUBBINGS</b>	<input type="checkbox"/>	<input type="checkbox"/>
27.	<b>OBTAINING SECONDARY COLOURS</b>	<input type="checkbox"/>	<input type="checkbox"/>
28.	<b>STUDY OF THE HUMAN HEAD</b>	<input type="checkbox"/>	<input type="checkbox"/>
29.	<b>FULL HUMAN FIGURE</b>	<input type="checkbox"/>	<input type="checkbox"/>



## ASSESSMENT OUTCOME

Competent ☐

Not Competent ☐

Learner/Trainee	Assessor/Examiner
Learner/Trainee name: _____ (Print) _____ (Print)	Assessor/Examiner name: _____ (Print) _____ (Print)
Learner/Trainee comments:	Assessor/Examiner comments:
Signature: _____  Date: _____	Signature: _____  Date: _____



## VALIDATION OF THE ASSESSMENT

NAME:.....

DATE:.....

POSITION: **PRINCIPAL/HEAD OF INSTITUTION**

SIGNATURE:.....

NAME INSTITUTION:.....

STAMP:

