



Singapore Examinations and Assessment Board



Cambridge Assessment  
International Education

**Singapore–Cambridge General Certificate of Education  
Normal (Technical) Level (2023)**

**Art  
(Syllabus 6128)**

# CONTENTS

---

	<i>Page</i>
<b>INTRODUCTION</b>	<b>3</b>
<b>AIMS</b>	<b>3</b>
<b>FRAMEWORK</b>	<b>3</b>
<b>LEARNING OUTCOMES</b>	<b>4</b>
<b>SCHEME OF ASSESSMENT</b>	<b>5</b>
<b>ORGANISATION OF ASSESSMENT</b>	<b>5</b>
<b>DESCRIPTION OF PAPERS</b>	<b>6</b>
<b>USE OF CALCULATORS</b>	<b>13</b>
<b>SYLLABUS CONTENT</b>	<b>13</b>

---

## INTRODUCTION

The N(T) Art syllabus is rooted in the belief that art elicits our students' innate sense of curiosity. It takes students on a journey to discover, inspires them to investigate, explore possibilities to represent the world and their experiences in meaningful ways. The emotional and intellectual development of students is further developed, as they formulate a sense of who they are and who they might become.

The syllabus places emphasis on developing students' ability to problem-solve and to apply their acquired art knowledge and skills in contextualised learning tasks. Students' creativity is encouraged through expression using a diverse range of media for art and design. Students learn to connect the knowledge, skills and values with their own experiences as they generate ideas in authentic contexts. In the process, students develop visual literacy, aesthetic sense and communication skills, and gain the confidence to respond to their artworks and works of others. Through exposure to real-world applications of the artistic processes, art practices and trends, students recognise the significance of art as an integral aspect of the everyday experience and its potential as an educational and professional pursuit.

This document presents the syllabus aims, framework, learning outcomes and examination requirements.

## AIMS

The N(T) Art syllabus aims to achieve the following:

- Foster self-confidence and a sense of achievement
- Nurture a spirit of exploration, inventive thinking and creative expression
- Cultivate an awareness and appreciation of art to make informed responses to works
- Develop a keen interest and build a foundation in art for further educational/professional pursuit.

## SYLLABUS FRAMEWORK

The syllabus framework presented in **Figure 1** illustrates the dynamic relationships amongst the various key features of the syllabus as an integrated concept for the learning of N(T) art to be holistic and enduring.

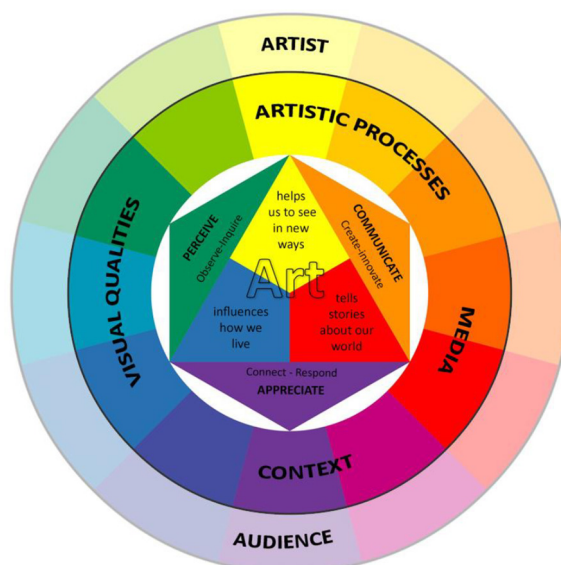


Figure 1: N(T) Art Syllabus Framework

The three big ideas form the foundations of the N(T) Art Syllabus which frames the three learning domains: **Perceive**, **Communicate** and **Appreciate**. These domains encapsulate the cognitive, affective and psychomotor dimensions of students' engagement in art (Bloom, Engelhart, Furst, Hill, and Krathwohl, 1956 and Anderson, Krathwohl, Airasian, Cruikshan, Mayer, Pintrich, P.R., Raths, and Wittrock, 2001). The domains connect, intersect and operate in a dynamic whole as students develop key competencies of **observe-inquire**, **create-innovate**, and **connect-respond**.

Domain: **Perceive**

Competencies: **Observe-Inquire**

The ability to perceive begins by paying attention to and analysing visual stimuli in nature, the man-made environment and works of art and design. In perceiving, students develop visual acuity and sensitivities that stimulate the imagination. They learn to gather, organise and record visual information, and use that information to generate and present their ideas. This in turn feeds the students' minds as they, experiment with materials, techniques and technologies to translate their ideas into visual forms and expressions.

Domain: **Communicate**

Competencies: **Create-Innovate**

Art is essentially about the communication of ideas and emotions. Through investigating problems and exploring ideas, students discover creative ways to express themselves and find ways to problem-solve. Students acquire knowledge of materials and develop basic competency in practical and process skills to express their thoughts, ideas and solutions in visual and tactile forms. They learn to apply their understanding of art elements and design principles to create art or design solutions in authentic tasks to express intent and purpose.

Domain: **Appreciate**

Competencies: **Connect-Respond**

Students learn to value art as a means of expression and recognise the possibilities that a lifelong pursuit of art has to offer. Not only do they learn to reflect on and evaluate their own practice and identify their strengths and inclinations, they also develop the confidence to discuss and respond to their art and art making. In the process, they learn to make connections between visual expressions, ideas and their lived experiences. As they see the relevance of art to their lives, they will better appreciate its significance in the world they live in.

## LEARNING OUTCOMES

---

The table presents an overview of the learning domains and learning outcomes students are expected to achieve upon successful completion of the course at the upper secondary level.

Learning Domains	Learning Outcomes	
Perceive <i>Observe – Inquire</i>	LO1.	Gather and record information from observation and personal experiences
	LO2.	Generate and present ideas using visual images
	LO3.	Explore materials, techniques and technologies in art
Communicate <i>Create – Innovate</i>	LO4.	Select appropriate means to express their ideas
	LO5.	Apply art elements and design principles in their artworks from the study of the works of others
	LO6.	Respond to their art and art making verbally
Appreciate <i>Connect – Respond</i>	LO7.	Recognise their strengths in art and take responsibility for their own learning
	LO8.	Demonstrate awareness of educational and career pathways in art-related fields

## SCHEME OF ASSESSMENT

Candidates taking the GCE N(T)-Level Art Syllabus Examination will be required to offer Paper 1: Art Task and Paper 2: Portfolio.

Requirements	Duration	Assessment	Weighting
<b>Paper 1 (Art Task)</b>			
<b>Compulsory</b>	<b>3 hours</b>	<p>One task accompanied with a visual stimulus will be offered <b>five</b> weeks before the commencement of the N(T)-Level examination. Within the task, <b>three</b> product outcomes will be offered. Candidates must select <b>one product</b> to respond in relation to the task and visual stimulus given.</p> <p>Candidates must keep their investigation and development between <b>three to five</b> A3 sheets of paper to show their ideas/concepts. The final solution is executed on paper of A3 size during the examination.</p> <p>Each candidate will submit the A3 size sheets for the ideas/concepts development and the final solution at the end of the examination.</p>	<b>40%</b>
		Total marks	100
<b>Paper 2 (Portfolio)</b>			
<b>Compulsory</b>	<b>18 weeks</b>	<p>This paper consists of three parts.</p> <p><b>PART A – Digital Journal</b> Each work must be accompanied with a <b>digital journal</b> of not more than <b>five</b> screens for submission. Sketches, paintings, images and/or short audio-visual recordings must be included.</p> <p><b>PART B – Art and Design Work</b> Each candidate is to submit <b>two</b> works. One <b>Fine Art</b> submission and one <b>Design</b> submission. Each work must not exceed 60x40cm or weigh more than 15 kg.</p> <p><b>PART C – Personal Response</b> Evaluation of the candidate's ability to remain engaged and to take responsibility for the completion of the Portfolio examination (Part A and Part B).</p> <p>Submission of the Portfolio will be in the month of May of the examination year.</p>	<b>60%</b>
		Total marks	100

## ORGANISATION OF ASSESSMENT

**Paper 1** The preparatory studies and final solution will be externally marked.

**Paper 2** A completed Portfolio will be internally assessed by the teacher and submitted for external moderation.

## DESCRIPTION OF PAPERS

---

### Paper 1: Art Task

Paper 1 (Art Task) provides candidates with an opportunity to display sound reasoning, decision-making to present personal and creative expression in their Art Task solution. A context for the Art Task will be offered to invite candidates to show how they will address community, national, global or socio-cultural awareness in their response. Candidates must apply fine art and/or design skills to develop a solution to the task and in relation to a visual stimulus. They must identify the essential elements required for their chosen product to communicate the value of their solution.

Candidates must submit preparatory studies. The preparatory studies invite candidates to document key visual stimulus which informed their investigation, exploration and development of ideas shaping their solution. These can be in the form of drawings, sketches, photographs, investigation information/data, reproduced images and brief annotations. Candidates must keep their investigation and developments between **three to five** A3 sheets of the preparatory studies. Candidates must submit the preparatory studies together with their final solution at end of the examination.

Candidates have up to **five weeks** to record their research and developmental work in the preparatory studies. Candidates **must** work independently under supervised classroom conditions to demonstrate their abilities to make informed choices using visual elements to generate an effective solution. Candidates are required to present their final solution on a paper of **A3 size** during a **three hour** examination. A quick drying medium or dry medium must be employed to realise their artistic intention in two dimensional form. Three dimensional products are not accepted for submission in the three hour examination. Candidates may visually reference their preparatory studies in the examination.

### Example of Task:

Merlion



Your co-curricular activity club/society is participating to raise awareness for the Sungei Buloh Wetland Reserve in Singapore.

Use the image above to start your research and develop your ideas. You must incorporate some of the qualities of the Merlion and investigate the work of other artists or designers in your response.

Select either a mural, stationery or garment to form your response on A3 paper and present to your club/society peers for consideration.

## ASSESSMENT OBJECTIVES

---

### Paper 1: Art Task

The four assessment domains applied to the Art Task paper are:

- 1 Investigation and Development of a Solution**
- 2 Aesthetic/Design Qualities**
- 3 Visual Presentation**
- 4 Personal Response**

The following assessment objectives stated in the four domains define a range of assessable qualities and skills which can be demonstrated by candidates at this level.

The domains as assessment objectives are as follows:

**Candidates should demonstrate the ability to:**

- 1 Investigation and Development of a Solution (25 marks)**
  - identify essential qualities required in the solution
  - make reference to knowledge of works of artists and/or designers
  - show development of visual ideas to support proposed solution
- 2 Aesthetic/Design Qualities (25 marks)**
  - apply art elements and design principles in the response
  - make aesthetic judgement appropriate to the chosen idea/medium/form
- 3 Visual Presentation (25 marks)**
  - select relevant visuals and information to illustrate work processes
  - communicate ideas and intentions in alignment to the task
- 4 Personal Response (25 marks)**
  - exhibit a personal engagement in the development of the solution
  - demonstrate personal expression through modes of visual expression



### Criteria for the assessment of Paper 1 Art Task (Total 100 marks)

Assessment Domains	Achievement Level Descriptors				
	0	Level 1	Level 2	Level 3	Level 4
		1 – 7 marks	8 – 13 marks	14 – 19 marks	20 – 25 marks
<b>Investigation and Development of a Solution (25 marks)</b>	No evidence	<ul style="list-style-type: none"> <li>limited success in identifying essential qualities of the chosen product area to investigate and develop a solution</li> <li>little or weak understanding of artists, designers and artworks</li> </ul>	<ul style="list-style-type: none"> <li>identified some essential qualities of the product area to investigate and develop a solution</li> <li>some understanding of artists, designers and artworks to inform the solution</li> </ul>	<ul style="list-style-type: none"> <li>identified most essential qualities of the product area to investigate and develop a solution</li> <li>good understanding and references to artists, designers and artworks to inform the solution</li> </ul>	<ul style="list-style-type: none"> <li>identified most essential qualities with creative interpretation of the product area to investigate and develop a solution</li> <li>excellent understanding of artists, designers and artworks to inform creative solution</li> </ul>
<b>Aesthetic/Design Qualities (25 marks)</b>		<ul style="list-style-type: none"> <li>poor use of art elements and design principles</li> <li>inexperienced use of medium with lack of understanding of its qualities</li> </ul>	<ul style="list-style-type: none"> <li>uses some art elements and design principles appropriately</li> <li>ability to use chosen medium with some understanding of its qualities</li> </ul>	<ul style="list-style-type: none"> <li>good use of art elements and design principles</li> <li>ability to use chosen medium competently</li> </ul>	<ul style="list-style-type: none"> <li>excellent use of art elements and design principles</li> <li>ability to exploit a range of qualities of chosen medium</li> </ul>
<b>Visual Presentation (25 marks)</b>		<ul style="list-style-type: none"> <li>limited ability to select and organise visuals</li> <li>limited ability to communicate ideas/intentions in relation to the task</li> </ul>	<ul style="list-style-type: none"> <li>able to select and organise visuals coherently</li> <li>ability to communicate ideas/intentions in relation to the task with some success</li> </ul>	<ul style="list-style-type: none"> <li>able to organise and use visuals to engage</li> <li>communicates ideas/intentions clearly and effectively in relation to the task</li> </ul>	<ul style="list-style-type: none"> <li>excellent organisation and creative use of visuals to engage</li> <li>ideas/intentions are creatively communicated with thought and aligned to the task</li> </ul>
<b>Personal Response (25 marks)</b>		<ul style="list-style-type: none"> <li>limited commitment and interest</li> <li>limited use of visual expression</li> </ul>	<ul style="list-style-type: none"> <li>some degree of personal involvement</li> <li>basic use of visual expression with some clichéd modes of expression</li> </ul>	<ul style="list-style-type: none"> <li>good level of personal involvement</li> <li>effective ability to use visual expression with some degree of originality</li> </ul>	<ul style="list-style-type: none"> <li>a high degree of personal involvement</li> <li>excellent use of visual expression with high degree of originality</li> </ul>

## Paper 2: Portfolio

This component offers candidates the opportunity to respond by developing their own ideas/concepts through self-directed learning, reflection and experimentation in the creation of art and design works.

Candidates will demonstrate the ability to generate ideas, identify problems with sound reasoning and decision making in the digital journal leading to the execution of an Art and Design work. Candidates will acquire skills such as research, experimentation and exploration, idea development, personal reflection and evaluation in the completion of the portfolio. Through the digital journal, candidates learn to think through issues and problems and develop their ability to translate ideas and solutions visually and verbally.

Candidates will have the opportunity to display personal imagination, creative expressions and interrogate the visual through the Fine Art work and demonstrate their clarity of ideas, innovation or value-added solutions through the Design work.

This paper must be undertaken under normal conditions of classroom study. The overall submission is to be endorsed by the teacher, testifying that it is the authentic work of the candidate.

Candidates are required to submit **two** works. The two works must consist of **one Fine Art** submission and **one Design** submission. Both artworks must be accompanied by a **digital journal**, recording the iterative process through visual and/or verbal means in the creation of the final art and design work.

Submission of the Portfolio is in the month of May of the examination year.

The Portfolio comprises three interrelated components:

### **Part A Digital Journal (30% of total marks for the paper – 30 out of 100 marks)**

**Two** digital journals must be submitted. Each digital journal must not exceed **five** screens (one page of a slide constitutes as one screen). Within each screen, photographs, annotations, short videos and sound/voice recordings may be attached. Video or sound/voice recordings must offer insights of the artwork. All secondary sources or references to works of artists and/or designers must be appropriately cited. The portfolio submission is considered complete only when each art and design work is submitted with an accompanying **digital journal**.

### **Part B Art and Design Work (60% of total marks for the paper – 60 out of 100 marks)**

Each candidate must submit **two** works. One **Fine Art** submission and one **Design** submission. Candidates may employ any appropriate media and techniques to express their artistic intentions and design solutions. Each work must not exceed 60 × 40 cm or weigh more than 15 kg.

### **Part C Personal Response (10% of total marks for the paper – 10 out of 100 marks)**

Candidates must submit work for Part A and Part B for assessment for Part C. Evidence from Part A and Part B records the candidate's journey from the iteration process, refinement of their visual expression and commitment to complete the Portfolio submission for examination.

## Paper 2: Portfolio

The five assessment domains applied to the Portfolio paper are:

- 1 Gather Information to Communicate Ideas/Concepts**
- 2 Develop Information to Communicate Ideas/Concepts**
- 3 Aesthetic/Design Qualities**
- 4 Control of Materials and Technical Processes**
- 5 Personal Response**

The following assessment objectives stated in the five domains define a range of assessable qualities and skills which can be demonstrated by candidates at this level.

The domains as assessment objectives are as follows:

**Candidates should demonstrate the ability to:**

- 1 Gather Information to Communicate Ideas/Concepts (10 marks)**
  - gather a variety of information sources to inform thinking
  - apply learning from artists/designers/artworks
- 2 Develop Information to Communicate Ideas/Concepts (20 marks)**
  - select appropriate information to communicate visually and/or verbally in art making/design
  - develop ideas through reviewing and refining
- 3 Aesthetic/Design Qualities (20 marks)**
  - apply art elements and design principles
  - make aesthetic judgement appropriate to the chosen media
- 4 Control of Materials and Technical Processes (40 marks)**
  - apply appropriate techniques and materials
  - use materials and technical processes to realise intentions
- 5 Personal Response (10 marks)**
  - demonstrate personal engagement, reflection and perseverance
  - take responsibility for their own learning, as a self-directed learner

## Criteria for the assessment of Paper 2 Portfolio (Total 100 marks)

Assessment Domains		Achievement Level Descriptors			
		No evidence	Level 1	Level 2	Level 3
<b>PART A Digital Journal (30 marks)</b>	Gathering Information to Communicate Ideas/Concepts	0	<ul style="list-style-type: none"> <li>gathers information from limited sources with limited success in communicating ideas/concepts</li> <li>little understanding and application of ideas/concepts from artists/designers/artworks</li> </ul> <p style="text-align: right;">1 – 2 marks</p>	<ul style="list-style-type: none"> <li>gathers a range of information and is able to communicate some ideas/concepts</li> <li>competent understanding and application of ideas/concepts from artists/designers/artworks</li> </ul> <p style="text-align: right;">3 – 4 marks</p>	<ul style="list-style-type: none"> <li>critically selects a range of information to communicate most ideas/concepts</li> <li>excellent understanding and creative application of ideas/concepts from artists/designers/artworks</li> </ul> <p style="text-align: right;">5 marks</p>
	Develop Information to Communicate Ideas/Concepts	0	<ul style="list-style-type: none"> <li>elementary use of visuals or verbal information with limited success to communicate ideas/concept</li> <li>limited development of information to communicate ideas/concepts</li> </ul> <p style="text-align: right;">1 – 4 marks</p>	<ul style="list-style-type: none"> <li>good use of visuals or verbal information with some success to communicate ideas/concepts</li> <li>reviews and develops information to communicate ideas/concepts</li> </ul> <p style="text-align: right;">5 – 7 marks</p>	<ul style="list-style-type: none"> <li>excellent use of visuals or verbal information to consistently communicate ideas/concepts</li> <li>critically reviews and refines information to develop and communicate ideas/concepts</li> </ul> <p style="text-align: right;">8 – 10 marks</p>
<b>PART B Art and Design Work (60 marks)</b>	Aesthetic/Design Qualities	0	<ul style="list-style-type: none"> <li>elementary use of art elements and design principles</li> <li>ability to use chosen medium with limited understanding of its qualities for aesthetics or design impact</li> </ul> <p style="text-align: right;">1 – 4 marks</p>	<ul style="list-style-type: none"> <li>competent use of art elements and design principles</li> <li>ability to use some qualities of chosen medium competently for aesthetics or design impact</li> </ul> <p style="text-align: right;">5 – 7 marks</p>	<ul style="list-style-type: none"> <li>creative use of art elements and design principles</li> <li>ability to exploit a range of qualities of chosen medium for aesthetics or design impact</li> </ul> <p style="text-align: right;">8 – 10 marks</p>
	Control of Materials and Technical Processes	0	<ul style="list-style-type: none"> <li>elementary use of materials and technical processes</li> <li>limited understanding of purpose in the use of technical processes</li> </ul> <p style="text-align: right;">1 – 8 marks</p>	<ul style="list-style-type: none"> <li>effective use of a selection of materials and technical processes</li> <li>competent application of technical processes to match artistic intentions</li> </ul> <p style="text-align: right;">9 – 14 marks</p>	<ul style="list-style-type: none"> <li>creative and skilful use of materials and technical processes</li> <li>excellent application of technical processes to successfully communicate artistic intentions</li> </ul> <p style="text-align: right;">15 – 20 marks</p>

6128 ART GCE NORMAL (TECHNICAL) LEVEL SYLLABUS

Assessment Domains		Achievement Level Descriptors			
		No evidence	Level 1	Level 2	Level 3
<b>PART C Personal Response (10 marks)</b>	Personal Response	0	<ul style="list-style-type: none"> <li>demonstrates limited engagement with little motivation to their work</li> <li>struggles to overcome difficulties or manage setbacks, facilitation required</li> </ul> <p style="text-align: right;">1 – 2 marks</p>	<ul style="list-style-type: none"> <li>generally engaged and motivated in their work most of the time</li> <li>able to overcome most ambiguities or difficulties when encountered, occasional facilitation required</li> </ul> <p style="text-align: right;">3 – 4 marks</p>	<ul style="list-style-type: none"> <li>highly engaged with keen interest and ceaseless motivation to their work</li> <li>successfully able to overcome difficulties and ambiguities through anticipation, reflectivity and adaptability, little to no facilitation required</li> </ul> <p style="text-align: right;">5 marks</p>

This Assessment Criteria for the Portfolio component will be applied twice. Once for the assessment of the Fine Art work and another for the Design work. The total Portfolio component mark will be based on the addition of the marks for the Fine Art and Design work.

## USE OF CALCULATORS

---

An approved calculator may be used in all papers.

## SYLLABUS CONTENT

---

### Art Practices: Context, Artistic Processes, Visual Qualities and Media

This syllabus focuses on equipping students with fundamental knowledge, skills and values that will lay the foundation for their post-secondary pursuits and for lifelong learning. In their course of study, students will focus on learning about:

- **Context** of artworks - the defining circumstances which lead to considerations that artists and designers have, in the selection of appropriate art elements and design principles, materials, techniques and processes for different purposes
- **Artistic Processes** - methods and strategies artists and designers adopt to gather, develop and decide on ideas for their artworks
- **Visual Qualities** - use of elements of art and principles of design to create desired outcomes, and
- **Media** - Drawing and Digital Media as essential media and at least one other two- and/or three-dimensional media – use of materials, tools and techniques to present and communicate ideas.

### Context

The context surrounding artworks sets the stage for students to understand art making at a deeper level. Students will learn that decisions which artists and designers make in the selection of materials, techniques, and arrangement of art elements according to design principles are informed by their intentions and specific purposes.

The narratives in artworks are powerful entry points to learning art. Students will study a range of art practices of artists and designers which will help them understand the big ideas.

### Artistic Processes

When artists and designers make art, they go through the processes of **observe and analyse, explore and develop, make and present** as well as **review and reflect**. These processes are not linear and may not have equal weightage in the making of every artwork. Like artists, students should experience and engage in the artistic processes in their art lessons to allow them to develop and express their ideas into art forms based on their intentions and purposes.

It is vital for students to experience and engage in the artistic processes to make visible their development and progress. Students should experience a balanced emphasis on process and product in art making. Learning about these processes not only deepens students' understanding of art making and artworks, but also equips them with skills and competencies to be inventive and innovative. When students engage in artistic processes, they should also develop good studio habits encompassing a set of values, safety precautionary measures and a sense of responsibility to care for themselves, others, the equipment, tools, materials they use and the organisation and cleanliness of the work space they share.

### Visual Qualities

The visual qualities of an artwork refer to the **elements of art which the artist has chosen to use, arrange and present in a certain manner, often according to the principles of design**, to bring about a visually harmonious artwork. These visual qualities enable students to express their ideas in art making and engage with artworks meaningfully (Ocvirk, Stinson, Wigg, Bone and Clayton, 2012).

It is important to note that the study of visual qualities must be in context of artworks and art practices, not simply as an end in itself. Students will need to understand the characteristics of the visual qualities and apply the visual qualities as they make informed decisions in their art making processes. This allows students to deepen their appreciation of artworks, and make visually effective artworks that communicate ideas and intentions.

Elements of art and principles of design include but are not limited to the following:

Elements of Art	Principles of Design
Line, shape, form, space, value, texture, colour	Balance, emphasis, dominance, contrast, harmony, rhythm, movement, scale, proportion, repetition and variety

## Media

The exposure and study of different media allow for understanding of the characteristics, potential and limitations of media. Learning about media includes knowing the commonly used materials, becoming familiar with the tools required and understanding the technical processes involved. **Drawing and Digital media are identified as fundamental content knowledge and skills** in N(T) art required to support students in expressing and communicating their ideas to their audience. Exposure to at least one other two or three dimensional media will further build on these fundamentals and expand students' repertoire and understanding of media knowledge and skills.

- *Drawing*

Drawing is central to the art making process regardless of the final medium or technique of production as a principal means for recording, visualising, developing and communicating ideas (Ching and Juroszek, 2010).

Students learn and understand the visual elements that constitute the vocabulary of drawing - lines and edges, shapes and spaces, and tone and values. Through these, they also develop an understanding of positive and negative spaces; spatial and proportional relationships; light, shadow and colours. They will learn to use these knowledge and skills to perceive and represent (Ching and Juroszek, 2010) and acquire the critical ability to think and visualise in three dimensions (Edwards, 1999).

- *Digital Media*

With the growing prevalence of digital technology, and as devices that combine computing and connectivity become increasingly accessible to students, the way students learn and interact with others is being transformed (Ministry of Education, 2010).

Students learn and understand the practical issues in connection to the use of digital media – target audiences and context of different images; why, when and how images and digital media are being used in communication. They also develop an understanding on how to select images; structure a design; compose images; use colour; maximise image potential and production. (Marshall and Meachem, 2010)

Such learning may include, but is not limited to, gathering and citing information from internet, audio and visual recording of information using digital devices, and editing, manipulating and creating images with digital imaging software. These skills allow students to present their research and ideas with digital media, regardless of the medium and technique chosen for their artworks.

- *Other Two- and/or Three- Dimensional Media*

Besides **drawing** and **digital media**, students will engage in the study of at least one other **two- or three-dimensional art media**. They will experiment and explore the possibilities of different materials, techniques and processes and learn from artists and designers, and their works. Using relevant knowledge and skills acquired in drawing and digital media, students will engage in the artistic processes of the chosen art media.