



Republic of Rwanda
Ministry of Education



RTB | RWANDA
TVET BOARD

PFAHA301

HISTORY OF ART

DESCRIBE PRE-HISTORY AND HISTORY OF ART IN ANTIQUITY

Competence

RQF Level: 3

Learning Hours



40

Credits: 4

Sector: ARTS AND CRAFTS

Trade: PLASTIC AND FINE ARTS

Module Type: Specific

Curriculum: CRAPFA3001- TVET Certificate 3 in PLASTIC AND FINE ARTS

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Purpose statement	This module describes knowledge, skills and attitudes required to describe history of art and aesthetics. At the end of the module the learners will be able to describe prehistorically art , describe Egyptian and antiquity art ,also is able to analyze, criticize ,interpret, judge and differentiate the artworks done by ancien artists .				
Learning assumed to be in place	SHE, Apply proficient English, apply computer literacy ,apply with citizenship values .				
Delivery modality	Training delivery	100%	Assessment	Total 100%	
	Theoretical content	30%	Formative assessment	30%	
	Practical work:	70%		70%	50%
	<ul style="list-style-type: none"> Group project and presentation 				
	<ul style="list-style-type: none"> Individual project /Work 	50%			
	Summative Assessment			50%	

Key competences

ESSENTIAL KNOWLEDGE	ESSENTIAL SKILLS	WORKER BEHAVIOUR/ATTITUDES
<ul style="list-style-type: none"> Describe paleolithic art forms Identify materials properties used by ancient artists Describe Neolithic art forms and artworks done by ancient artists Describe Egyptian art forms Apply occupational health and safety Apply English, French Languages. Identify Mesopotamian art forms Differentiate Greek civilisation 	<ul style="list-style-type: none"> identify Painting forms identify Sculpture forms identify Ceramic forms identify Architecture forms use Analytical skills to identify the components of artwork. Reading and explanation skills 	<ul style="list-style-type: none"> ✓ Use creativity and innovation throughout the works done by ancient artists ✓ Pay attention to design projects details ✓ Demonstrate punctuality during the implementation of the research methods ✓ Demonstrate resourcefulness in the new design trends ✓ Be responsible to everything used in research such as books, computers ✓ Self-confident during the discussion with others

<ul style="list-style-type: none"> Describe roman art with their art forms. 		
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Elements of Competency and Performance Criteria

Elements of competency	Performance criteria
1. Describe pre - historic art.	1.1. Paleolithic art is properly described according to their types.
	1.2. Mesolithic art is proper described according to their types
	1.3. Neolithic art is proper described according to their types.
2. Describe Egyptian art.	2.1. Egyptian painting is appropriately described according to their types
	2.2. Egyptian sculpture is properly described according to their categories
	2.3. Egyptian ceramic is correctly identified according to their use
	2.4. Egyptian architecture correctly described according to their Types.
3. Describe antiquity art.	3.1. Mesopotamian art is well described according to their civilizations.
	3.2. Greece art is well described according to their civilizations.
	3.3. Roman art is well described according to their civilizations.

Course content

Learning outcomes	At the end of the module the learner will be able to:
	<ol style="list-style-type: none"> Describe pre-historic period. Describe Egyptian art. Describe antiquity art.
1. Learning outcome 1: Describe pre –historic art	Learning hours: 10
Indicative content	
<ul style="list-style-type: none"> Types of Paleolithic art <ul style="list-style-type: none"> ✓ Kinds of art and expression ✓ Painting 	

- ✓ Sculpture
- ✓ Ceramic
- ✓ Architecture.

- **Types of Mesolithic art**

- ✓ Painting
- ✓ Sculpture
- ✓ Ceramic
- ✓ Architecture

- **Types of Neolithic**

- ✓ Painting
- ✓ Sculpture
- ✓ Ceramic
- ✓ Architecture
- ✓ Art criticism

Resources required for the learning outcome

Equipment	<ul style="list-style-type: none"> • Printer, Documents about art history, Printer, Projector, Laptops ,tablets,
Materials	<ul style="list-style-type: none"> • marker, chalks, internet
Tools	<ul style="list-style-type: none"> • Pencils, Pens.
Facilitation techniques	<ul style="list-style-type: none"> • Individual and group work, Individualized, Trainer guided, Group discussion, Debate
Formative assessment methods	<ul style="list-style-type: none"> • Written assessment, Oral presentation, product assessment.

Learning outcome 2: Describe the Egyptian art	Learning hours: 10
Indicative content	

- **Description painting of Egyptian art**
 - ✓ Wall Paintings
 - ✓ Papyrus rolls
 - ✓ Vase painting
- **Description sculpture of Egyptian art**
 - ✓ Categories /Types of Egyptian Sculpture
- **Description ceramic of Egyptian art**
 - ✓ Types of Egyptian potteries
- **Types of architecture in Egyptian art**
 - ✓ Pyramids
 - ✓ Temples
 - ✓ Tombs

Resources required for the indicative content

Equipment	<ul style="list-style-type: none"> • Internet, Computer lab ,Printer, Library, Documents about art history, tablets
Materials	<ul style="list-style-type: none"> • Printer, Projector, Laptops
Tools	<ul style="list-style-type: none"> • pencils, Pens, books
Facilitation techniques	<ul style="list-style-type: none"> • Individual and group work, Individualized ,Trainer guided ,Group discussion, Debate
Formative assessment methods	<ul style="list-style-type: none"> • Written assessment , Oral presentation .

Learning outcome 3: Describe the antiquity arts	Learning hours: 20
Indicative content	

- **Description of Mesopotamian art civilisations**
 - ✓ Babylonian art
 - ✓ Persian art
 - ✓ Sumerian arts
 - ✓ Assyrian art
- **Description of Greece art**
 - ✓ Chronology of Greek art and aesthetics
 - ✓ Greek painting in archaic, geometric, classical and Hellenistic.
 - ✓ Greek sculpture in archaic, geometric, classical and Hellenistic.
 - ✓ Greek architecture in archaic, geometric, classical and Hellenistic.
 - ✓ Greek ceramic in archaic, geometric, classical and Hellenistic.
- **Description of roman art**
 - ✓ Roman painting
 - ✓ Roman sculpture
 - ✓ Roman ceramic
 - ✓ Roman architecture and aesthetics

Resources required for the indicative content

Equipment	<ul style="list-style-type: none"> • Internet, Computer lab , Printer, Library, Documents about art history,
Materials	<ul style="list-style-type: none"> • Printer, Projector, Laptops.
Tools	<ul style="list-style-type: none"> • Pencils, Pens, notebooks.
Facilitation techniques	<ul style="list-style-type: none"> • Individual and group work, Individualized, Trainer guided, Group discussion, Debate
Formative assessment methods	<ul style="list-style-type: none"> • Written assessment , Oral presentation

References:

1. Smith, terry. (2003). what is Contemporary Art? Chicago: University of Chicago press
2. Mayer, Richard (2013). What Was Contemporary Art? Cambridge: MIT press
3. E.H. Gombrich
4. Art history
5. Marilyn stokstad
6. <http://www.all-about-african-art.com/african-art-paintings.html>