

ART

GENERAL OBJECTIVES

The aim of the Unified Tertiary Matriculation Examination (UTME) syllabus in Art is to prepare the candidates for the Board's examination. It is designed to test their achievement of the course objectives, which are to:

1. exhibit knowledge of the fundamental elements, principles and terminology of art;
2. demonstrate knowledge of historical dimensions of art with emphasis on Egyptian and Nigerian art;
3. demonstrate knowledge of artistic techniques, processes, the use of materials and maintenance of tools and equipment;
4. display aesthetic sensitivity to the environment and knowledge of the meaning and function of art in society.

DETAILED SYLLABUS

TOPICS/CONTENTS/NOTES	OBJECTIVES
<p>SECTION A</p>	
<p>1. CLASSIFICATION OF ART:</p> <p>a. Visual Arts: (Fine and Applied Art)</p> <p>b. Performing Arts: (Music, Dance and Drama)</p> <p>c. Literary Art: (Poetry, Prose, Recitals) etc.</p>	<p>Candidates should be able to:</p> <p>i. differentiate between the three branches of art;</p>
<p>2. ELEMENTS AND PRINCIPLES OF DESIGN:</p> <p>a. Elements: line, colour, shape, form, texture, tone, value, space etc.</p> <p>b. Principles: balance, rhythm, proportion, harmony, contrast, repetition, dominance, variety, etc.</p>	<p>ii. identify the elements of design;</p> <p>iii. analyse the principles of design;</p>
<p>3. ART TERMS: Pigments, motif, greenware, armature, silhouette, chiaroscuro, cireperdue, terracotta etc.</p>	<p>iv. identify art terms in illustrations;</p> <p>v. link the terms to their areas of specialization;</p> <p>vi. use the terms in analyzing art-works</p>

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<p style="text-align: center;">SECTION B</p> <p>1. CULTURAL AND HISTORICAL DIMENSIONS OF ART:</p> <p>a. Prehistoric, Greek and Roman Art,</p> <p>b. Medieval Art: architecture, surface decorations and calligraphy;</p> <p>c. Renaissance Art and Artists: Giotto Di Bondone, Michelangelo Buonarroti, Leonardo da Vinci, Raphael (Raffaello Santi) etc.</p> <p>d. 19th and 20th Century art movements; Impressionism, Realism, Futurism, Cubism, Bauhaus, Pop art, Abstract, Expressionism, Fauvism, etc.</p> <p>2. TRADITIONAL AFRICAN ART: Egypt, Ashanti, Dogon, Mossi, Fon, Senofo, Bambara, Mende, Kisi, Bamileke, Bakumba etc.</p> <p>3. TRADITIONAL NIGERIAN ART: Nok, Ife, Igbo-Ukwu, Benin, Esie, Igala, Jukun, Akwashi, Mbari, etc.</p> <p>4. NIGERIAN LOCAL CRAFTS: Pottery, woodworks, cloth-weaving, carving, leather works, metal works, beadworks, body decoration, mat and cane weaving etc.</p> <p>5. DEVELOPMENT IN CONTEMPORARY NIGERIAN ARTS AND ARTISTS:</p> <p>a. Art Schools: Zaria, Nsukka, Oshogbo group, etc.</p> <p>b. Nigerian artists and art educators; Aina Onabolu, Ben Enwonwu, S. I. Wangboje, Jimoh Akolo, Dele Jegede, etc.</p>	<p>Candidates should be able to:</p> <p>i. compare their materials, styles and techniques;</p> <p>ii. classify the periods and styles with emphasis on architecture, surface decoration and calligraphy;</p> <p>iii. compare the artists, their works and styles;</p> <p>iv. trace the periods they emerged;</p> <p>v. differentiate between the various art movements;</p> <p>vi. analyze their styles techniques, innovations and influences;</p> <p>vii. categorise works in terms of style, materials and locations;</p> <p>viii. categorise works in terms of styles, materials and locations;</p> <p>ix. distinguish between crafts in terms of functions, characteristics and location,</p> <p>x. trace the origins, locations and styles;</p> <p>xi. determine the influence of the art schools and groups;</p> <p>xii. assess the artists in terms of their works, specializations, techniques and styles;</p>

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<p>c. Museums, galleries and art centres;</p> <p>d. Art institutions, cultural art centres, national art organizations – Nigerian Society for Education through Arts (S.N.E.A), Society for Nigerian Artists (S.N.A), National Council for Arts and Culture (N.C.A.C), etc.</p> <p>e. Major Festivals: Argungu Fishing Festival, Eyo, Egungun, Iri-ji (New Yam), Durbar, Igue, Ekpo, Odo, etc.</p>	<p>xiii. analyse the functions of museums, galleries, art centres and art institutions;</p> <p>xiv. evaluate their impact on the development of art;</p> <p>xv. assess their roles and functions;</p> <p>xvi. examine the impact of major festivals on art and culture.</p>
<p>SECTION C</p>	
<p>1. ARTISTIC SKILLS, TECHNIQUES AND PROCESSES</p> <p>a. Two-Dimensional Art: drawing, painting, graphics and textile design.</p> <p>b. Perspective:</p> <p>i. Linear, angular, aerial, parallel etc.</p> <p>ii. Perspective terms: foreground, picture plane, eye-level vanishing point, foreshortening, optical illusion, dept etc.</p> <p>c. Sculpture, ceramics and crafts,</p> <p>d. Computer Graphics: Corel Draw</p>	<p>Candidates should be conversant with:</p> <p>i. the techniques, skills and processes with emphasis on tone, composition and colour application;</p> <p>ii. the types of perspective;</p> <p>iii. the use of perspective rules and terms;</p> <p>iv. techniques, skills and processes with emphasis on composition and forms;</p> <p>v. the basic tools of designs;</p>
<p>2. TOOLS, EQUIPMENT AND MATERIALS</p> <p>a. Two-dimensional Art Materials: pencils charcoal, pastel/crayon, fixatives, fabric, dyes, lino, wood blocks etc.</p> <p>b. Two-Dimensional Art Tools: brushes, lino cutters, drawing instruments, calligraphy, pens, sharpeners, etc;</p> <p>c. Two-Dimensional Art Equipment: air compressor, spray gun, enlarger, computer etc.</p>	<p>Candidates should be able to:</p> <p>vi. use art materials and tools;</p> <p>vii. maintain tools and art materials;</p> <p>viii. operate art equipment;</p> <p>ix. maintain art equipment;</p>

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<p>d. Improvisation of materials:</p> <ul style="list-style-type: none"> i. Two-Dimensional Art: colours, brushes, calligraphy etc. ii. Three-Dimensional Art: spatula, kiln, beater, etc. <p>3. PRACTICAL DRAWING</p> <p>Still life, nature or imaginative composition.</p> <p style="text-align: center;">SECTION D</p> <p>1. ART APPRECIATION</p> <ul style="list-style-type: none"> a. Man-made objects: architecture and sculpture b. Natural phenomena: Zuma Rock, Ikogosi Warm Springs, etc. <p>2. MEANING AND FUNCTIONS OF ART IN SOCIETY</p> <ul style="list-style-type: none"> a. What art is b. Functions of art in society: religious, social, cultural, political, therapeutic and economic needs, c. Functions of art in television: advertising, educational recreational, etc. 	<ul style="list-style-type: none"> x. improvise alternative local materials for use; xi. demonstrate their drawing skills within a maximum of 30 minutes; <p>Candidates should be able to:</p> <ul style="list-style-type: none"> i. be aware of the existence of natural and man-made aesthetic phenomena in the Nigeria environment; ii. differentiate between natural and man-made aesthetic phenomena; iii. examine the meaning and functions of art; iv. use art as a medium of enhancing societal values; v. assess the role of art in multimedia.

RECOMMENDED TEXTS

- Banjoko I. (2000). *Visual Arts made Easy: Textbook for Schools and Colleges*, Lagos, Movic Publishing Company Ltd.
- Egonwa, O.D. (1991). *African Art: A contemporary Source Book*, Benin: Osasu Publishers.
- Eguilae, S.A. (1985). *The Essential Ground work in Art and Design*, Omotola Standard Press and Bookshop (Nig) Ltd.
- Erese, U. O. and Ogunsina E. D. (1989). *Creative Arts and Crafts for J. S. S.* Onibonoje Press.
- Nahab, S. J. (2003). *Art of the Millennium for Senior Secondary Schools*, Ehindero (Nig.) Ltd.
- Ogumor, E. (1993). *Certificate Art for Junior Secondary Schools and Senior Secondary Schools*, Ibadan: University Press Plc.
- Olaosebikan W. A. (1982). *Cultural and Creative Arts*, Evans
- Olurukooba, B. K. (1991). *Art for Senior Secondary Schools*, ABU
- Wangboje, I. N. (1982). *A Textbook on Art for Junior and Senior Secondary Schools*, Evans
- Wisdomline Pass at Once JAMB.