

Visual Arts Examinations Syllabus

Developing creative skills for
21st century learning and innovation

Qualification specifications for
Visual Arts Examinations Grades 1 to 8
Valid from 2024

Chief examiner:

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(DK Penguin Random House)

In partnership with:

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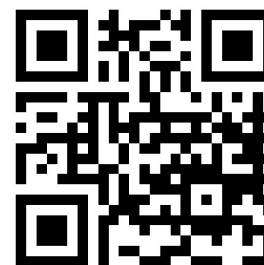
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Contents

International Young Artists Guild (IYAG) Visual Arts Examinations	5
Chief Examiner	5
Diversity and Specific Needs	6
1. Introduction and Syllabus	7
1.1 Examination Grades and Ages	7
1.2 Syllabus Overview	8
1.2.1 Formal elements	8
1.2.2 Sketchbook	8
1.2.3 Original artwork	8
1.2.4 Video	8
1.3 Duration of Study	9
1.4 Grade Descriptions and Learning Outcomes	10
1.5 Weightings of Examination 4 Components	11
1.6 Examination Submissions - Portfolio of Work	11
1.7 Attainment Levels and Assessment Criteria	11
1.8a Attainment Descriptors (Grades 1-2)	12
1.8b Attainment Descriptors (Grades 3-4)	13
1.8c Attainment Descriptors (Grades 5-6)	14
1.8d Attainment Descriptors (Grades 7-8)	15
1.9. Elements of Art and Principles of Design	16
2. Syllabus Content for Examinations	17
2.1 Examination Requirements by Skill	17
2.2 Examination Requirements by Grade	18
Grade 1	19
Grade 2	20
Grade 3	21
Grade 4	22
Grade 5	23
Grade 6	24
Grade 7	25
Grade 8	26

The Chinese translation of this syllabus is available at www.iyag.org
本課程大綱的中文譯本可在以下網址找到 www.iyag.org





International Young Artists Guild (IYAG) Visual Arts Examinations

The discipline of Visual Arts offers a channel through which students can express their unique thoughts and feelings, and provide an outlet for human creativity and self-expression. Visual Arts cultivate literacy by developing intuition, reasoning, and imagination, leading to a unique form of communication.


The emphasis for learning Visual Arts is on perceiving, interpreting, organising, and questioning various aspects of our world through exploration and experimentation - all necessary skills for 21st century learning.

The IYAG Visual Arts Examinations syllabus is designed for children aged from 4-14 years exploring a wide range of art skills, to provide personal and technical development, encouragement, and a basis for assessment.

The examinations provide a contemporary and relevant art-accredited syllabus to support young people to realise their creative potential. The graded examinations are professionally regulated to meet the highest standards of quality assurance and ensure a parity of standards with other recognised arts examination boards.

IYAG examinations are currently available for individuals and through schools and art studios throughout Hong Kong, Macau, and China.

Chief Examiner Rob Pepper, Principal, Art Academy London



The chief examiner for the International Young Artists Guild (IYAG) Visual Arts Examinations is Rob Pepper, Principal of Art Academy London.

Rob Pepper is a practising artist who also leads Art Academy London, an innovative art school based in the thriving arts district of Southwark, next to the Tate Modern, offering an impressive range of high-quality art education, courses, and qualifications designed and delivered by professional, practising artists. It was founded in 2000 to offer something different: the best of an old-school atelier combined with the vibrancy and diversity of a contemporary art school. It has rapidly become a leader in top quality arts education and its higher education programmes are accredited by The Open University.

Diversity and Specific Needs

The International Young Artists Guild is committed to creating diversity, equality, and inclusion in the arts.

The nature of the syllabus naturally encourages children to consider issues of culture, society, ethnicity, and ethics as they explore ideas in creating art. Empathy for others and the global environment, communication through words and images, and the ability to demonstrate these are important life skills, and children are encouraged to fully explore and present material from their own experiences and imagination.

IYAG is committed to providing equality of opportunity and treatment for all, and will not discriminate based on any factors related to race, gender, religion, age, disability, and sexuality.

Examinations may be held in a child's own native language.

In line with IYAG's inclusive environment, examinations are accessible to all who meet the candidate criteria. Candidates with specific needs are treated as individuals, like all candidates, and may be entitled to reasonable adjustment without compromising the integrity of the examination requirements or content.



1. Introduction and Syllabus

1.1 Examination Grades and Ages

The IYAG Visual Arts Examinations syllabus is designed to prepare students for the following grades, which correlate approximately with the ages given below.

The minimum age for examination entry is 4 years old at the time of the examination application deadline date.

- Grade 1 (approx 4-5 years)
- Grade 2 (approx 5-6 years)
- Grade 3 (approx 6-7 years)
- Grade 4 (approx 7-8 years)
- Grade 5 (approx 8-9 years)
- Grade 6 (approx 9-10 years)
- Grade 7 (approx 11-12 years)
- Grade 8 (approx 13-14 years)



1.2 Syllabus Overview

Candidates must complete the following 4 components at each grade for the examination:

1.2.1 Formal elements

- Present work related to the formal elements* specified for each grade

Value 20%

1.2.2 Sketchbook

- Present a sketchbook as a place for exploration
- Demonstrate thought process: research, brainstorming, experimentation, testing, analysis, composition development
- Explore a range of art media and techniques
- Show ideas being developed related to the final original artwork

Value 20%

1.2.3 Original artwork

- Explore one of the set themes
- Create one 2-D or 3-D mixed-media artwork to express original ideas
- Express feelings, thoughts, knowledge, and solutions through art making
- Use a range of materials, techniques (tools, equipment), and media
- Use the visual elements and principles of art and design (line, shape, colour, pattern, texture, tone, form, space, contrast, repetition, rhythm, composition) in art making

Value 40%

1.2.4 Video

- Create a video as a filmed independent exploration of the process in creating the artwork
- The video should clearly show the candidate independently engaging in creating art and should be clear in sound and images, but the quality of the video will not be taken into account in the final awarding of marks
- The candidate may speak in English, Mandarin, or Cantonese

Value 20%

*Elements of Art and Principles of Design to be included at each grade level are listed at section 1.9

1.3 Duration of Study

The hours given are a guideline. Some candidates may take a longer or shorter time to prepare for the examination.

Qualification	Guided learning hours (eg at school or learning centre)	Independent learning (at home)	Total qualification time
Grade 1	12 hours	2 hours	14 hours
Grade 2	12 hours	2 hours	14 hours
Grade 3	16 hours	4 hours	20 hours
Grade 4	16 hours	4 hours	20 hours
Grade 5	20 hours	6 hours	26 hours
Grade 6	20 hours	6 hours	26 hours
Grade 7	24 hours	8 hours	32 hours
Grade 8	28 hours	8 hours	36 hours



1.4 Grade Descriptions and Learning Outcomes

The skills developed at each grade are defined according to the 4 specific components. As a whole, they cover technical accomplishment, creative interpretation, research and understanding, and visual communication.

Grades	Component	Description
1-2	Formal elements	<ul style="list-style-type: none"> • Ability in handling simple art tools and media • Understanding of the meanings of the required art elements
	Sketchbook	<ul style="list-style-type: none"> • Evidence of exploration with various media • Unassisted mark-making and free expression
	Original artwork	<ul style="list-style-type: none"> • Incorporation of required art elements • One finished artwork demonstrating creativity and imagination
	Video	<ul style="list-style-type: none"> • Evidence of unassisted art exploration • Ability to name and/or describe process and/or feeling and/or outcome in creating the original artwork
3-4	Formal elements	<ul style="list-style-type: none"> • Ability in handling standard art tools and media • Understanding of the meanings of the required art elements
	Sketchbook	<ul style="list-style-type: none"> • Evidence of exploration with various media according to the chosen theme • Unassisted work and free expression
	Original artwork	<ul style="list-style-type: none"> • Incorporation of required art elements • One finished artwork demonstrating creativity and imagination
	Video	<ul style="list-style-type: none"> • Evidence of unassisted art exploration • Ability to name and/or describe process and/or feeling and/or outcome in creating the original artwork
5-6	Formal elements	<ul style="list-style-type: none"> • Ability in handling a variety of art tools and media • Understanding of the meanings of the required art elements
	Sketchbook	<ul style="list-style-type: none"> • Evidence of exploration with various media according to the chosen theme to develop skills and processes • Unassisted work, free expression, and evidence of progression
	Original artwork	<ul style="list-style-type: none"> • Incorporation of required art elements and evidence of organisation and control • One finished artwork demonstrating creativity and imagination
	Video	<ul style="list-style-type: none"> • Evidence of unassisted art exploration • Ability to name and describe processes, feelings, and outcomes in creating the original artwork
7-8	Formal elements	<ul style="list-style-type: none"> • Mastery of a variety of art tools, media, and techniques • Understanding of the meanings of the required art elements
	Sketchbook	<ul style="list-style-type: none"> • Evidence of exploration with various media according to the chosen theme to develop skills and processes • Unassisted work, free expression, research into other artists and ideas for reference, and evidence of progression
	Original artwork	<ul style="list-style-type: none"> • Incorporation of required art elements and evidence of originality, organisation, and control • One finished artwork demonstrating creativity and imagination
	Video	<ul style="list-style-type: none"> • Evidence of unassisted art exploration • Ability to name and describe processes, feelings, and outcomes in creating the original artwork

1.5 Weightings of Examination 4 Components

Each of the 4 requirements of the examination for all grade levels is allocated as below.

Components	Marks out of 100	Weighting
Formal elements	20	20%
Sketchbook	20	20%
Original artwork	40	40%
Video	20	20%

1.6 Examination Submissions - Portfolio of Work

Candidates' Portfolio of Work must include their original artwork, sketchbook, and video which must be submitted to IYAG via the Official Agent.

An Assessment Report will be completed by the Examiner, without the presence of the candidate. The Assessment Report will include written comments, marks for each section of the examination, and a final grade (Pass, Merit, or Distinction) will be awarded.

An official certificate will be issued to all candidates who pass the examination.

1.7 Attainment Levels and Assessment Criteria

Attainment levels at different grades are awarded according to marks received per the table below.

Attainment level	Marks out of 100
Distinction	85 -100
Merit	75-84
Pass	65-74
Below Pass	64 and below

1.8a Attainment Descriptors (Grades 1-2)

The standard attained at each grade is assessed as Pass, Merit, or Distinction, reflecting the level of skill demonstrated. Where the minimum standard has not been attained, the candidate is deemed to have received a Below Pass result.

Grades	Award	Descriptors
1-2	Distinction	<ul style="list-style-type: none"> • The candidate engages enthusiastically, independently, and highly imaginatively in developing ideas and creating art • Strong ability is shown in handling simple art tools and various media • There is understanding of the meanings of the required art elements, and originality and purpose in applying them • Personal engagement is shown in talking about the art
	Merit	<ul style="list-style-type: none"> • The candidate engages independently and imaginatively in developing ideas and creating art • Ability is shown in handling simple art tools and various media • There is understanding of the meanings of the required art elements, and originality in applying them • Some personal engagement is shown in talking about the art
	Pass	<ul style="list-style-type: none"> • The candidate engages semi-independently and somewhat imaginatively in developing ideas and creating art • Basic ability is shown in handling simple art tools and various media • There is some understanding of the meanings of the required art elements, and some originality in applying them • Some personal engagement is shown in talking about the art
	Below Pass	<ul style="list-style-type: none"> • The candidate does not show engagement and/or imagination in developing ideas and creating art • Little ability is shown in handling simple art tools and various media • There is little to no understanding of the meanings of the required art elements, and a lack of originality in applying them • Personal engagement is not shown in talking about the art

1.8b Attainment Descriptors (Grades 3-4)

The standard attained at each grade is assessed as Pass, Merit, or Distinction, reflecting the level of skill demonstrated. Where the minimum standard has not been attained, the candidate is deemed to have received a Below Pass result.

Grades	Award	Descriptors
3-4	Distinction	<ul style="list-style-type: none"> • The candidate engages enthusiastically, independently, and highly imaginatively in developing ideas and creating art • Strong ability is shown in handling various art tools and media • There is understanding of the meanings of the required art elements, and originality and purpose in applying them • Personal expression and engagement are shown in talking about the art
	Merit	<ul style="list-style-type: none"> • The candidate engages independently and imaginatively in developing ideas and creating art • Ability is shown in handling various art tools and media • There is understanding of the meanings of the required art elements, and originality and purpose in applying them • Some personal engagement is shown in talking about the art
	Pass	<ul style="list-style-type: none"> • The candidate engages semi-independently and somewhat imaginatively in developing ideas and creating art • Basic ability is shown in handling some art tools and various media • There is some understanding of the meanings of the required art elements, and some originality in applying them • Some personal engagement is shown in talking about the art
	Below Pass	<ul style="list-style-type: none"> • The candidate does not show engagement and/or imagination in developing ideas and creating art • Little ability is shown in handling art tools and various media • There is little to no understanding of the meanings of the required art elements, and a lack of originality in applying them • Personal engagement is not shown in talking about the art

1.8c Attainment Descriptors (Grades 5-6)

The standard attained at each grade is assessed as Pass, Merit, or Distinction, reflecting the level of skill demonstrated. Where the minimum standard has not been attained, the candidate is deemed to have received a Below Pass result.

Grades	Award	Descriptors
5-6	Distinction	<ul style="list-style-type: none"> • The candidate engages enthusiastically, independently, and highly imaginatively in developing ideas and creating art according to the selected theme • Strong ability is shown in handling a wide range of art tools and media and through well-developed technique • There is full understanding of the meanings of the required art elements, and originality and purpose in applying them in creative ways • Personal expression and engagement, opinion, and understanding of processes are shown in talking about the art
	Merit	<ul style="list-style-type: none"> • The candidate engages independently and imaginatively in developing ideas and creating art according to the selected theme • Ability is shown in handling a range of art tools and media and through some well-developed technique • There is understanding of the meanings of the required art elements, and originality and purpose in applying them in creative ways • Personal expression and engagement, opinion, and understanding of processes are shown to a certain extent in talking about the art
	Pass	<ul style="list-style-type: none"> • The candidate engages somewhat independently and imaginatively in developing ideas and creating art according to the selected theme • Ability is shown in handling a limited range of art tools and media and through some well-developed technique • There is understanding of the meanings of the required art elements, and some originality and purpose in applying them in creative ways • Personal expression and engagement, opinion, and understanding of processes are occasionally shown in talking about the art
	Below Pass	<ul style="list-style-type: none"> • The candidate does not convincingly engage independently or imaginatively in developing ideas and creating art according to the selected theme • Little ability is shown in handling art tools and various media and through developed technique • There is little understanding of the meanings of the required art elements, and a lack of originality and purpose in applying them in creative ways • Personal expression and engagement, opinion, and understanding of processes are generally not shown in talking about the art

1.8d Attainment Descriptors (Grades 7-8)

The standard attained at each grade is assessed as Pass, Merit, or Distinction, reflecting the level of skill demonstrated. Where the minimum standard has not been attained, the candidate is deemed to have received a Below Pass result.

Grades	Award	Descriptors
7-8	Distinction	<ul style="list-style-type: none"> • The candidate engages enthusiastically, independently, and highly imaginatively in developing ideas and creating art according to the selected theme • Strong ability is shown in handling a wide range of art tools and media and through well-developed research and technique • There is full understanding of the meanings of the required art elements, and originality and purpose in applying them in multiple creative ways • Personal expression and engagement, opinion, and understanding of processes are confidently shown in talking about the art
	Merit	<ul style="list-style-type: none"> • The candidate engages independently and imaginatively in developing ideas and creating art according to the selected theme • Ability is shown in handling a range of art tools and media and through some well-developed research and technique • There is understanding of the meanings of the required art elements, and originality and purpose in applying them in multiple creative ways • Personal expression and engagement, opinion, and understanding of processes are shown in talking about the art
	Pass	<ul style="list-style-type: none"> • The candidate engages somewhat independently and imaginatively in developing ideas and creating art according to the selected theme • Ability is shown in handling a range of art tools and media and through some well-developed technique, with some research demonstrated • There is understanding of the meanings of the required art elements, and some originality and purpose in applying them in a few creative ways • Personal expression and engagement, opinion, and understanding of processes are shown in talking about the art
	Below Pass	<ul style="list-style-type: none"> • The candidate does not convincingly engage independently or imaginatively in developing ideas and creating art according to the selected theme • Little ability is shown in handling a range of art tools and various media and/or through developing technique or conducting research • There is little understanding of the meanings of the required art elements, and a lack of originality and purpose in applying them in creative ways • Personal expression and engagement, opinion, and understanding of processes are generally not shown in talking about the art

1.9 Elements of Art and Principles of Design

Art Elements



Line

A mark that has length and direction. It can be straight or curved, wavy, thick or thin, broken or continuous



Shape

The 2-D area created by an outline. It can be geometric or organic, regular or irregular, and appear in all sizes



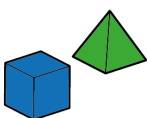
Colour

Reflected light on objects. Its hue is its name, eg blue; its value describes whether it is dark or light; its saturation refers to its intensity



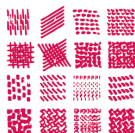
Value

The lightness or darkness of a colour or tone. It is used to create depth, shadow, and texture in art



Form

The 3-D quality of an artwork. It can be geometric or organic, regular or irregular, and created with materials like clay, metal, stone, and digital media



Texture

The surface quality of art. It refers to how something feels in the materials used for its creation or looks in the way it is depicted



Space

The area around, between, and within objects or forms. Positive space is made up of shapes; negative space is the empty space between them

Design Principles



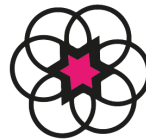
Balance

The distribution and arrangement of objects in an artwork. It creates a sense of harmony and visual weight



Contrast

When visual elements in an artwork are different. It creates visual interest and emphasises important elements



Emphasis

The visual dominance of certain elements in an artwork. It draws attention to certain objects and creates a focal point



Movement

The visual flow in an artwork. It leads your eyes around the art, creating a sense of dynamism, energy, and direction



Pattern

The repetition of visual elements. It can be regular or irregular, and used to create a sense of rhythm and balance



Rhythm

This guides our eyes from one point to another in an artwork. It is a predictable and repetitive visual structure



Unity

This creates a sense of balance and completeness in an artwork. It is the harmony produced by all the art and design elements together

2. Syllabus Content for Examinations

2.1 Examination Requirements by Skill

Candidates are required to demonstrate exploration of the following number of art elements and/or design skills at each grade level*.

Skills are cumulative, and it is assumed that all skills from previous grades are known and understood before moving to the next grade level.

Grade	Minimum no. of elements to demonstrate	Art elements	Design principles	
1	3	colour shape	mark-making/line	
2	4	colour shape	mark-making/line texture	
3	5	colour shape line	texture form	
4	6	colour shape line	texture form	balance
5	7	colour shape line	texture form	balance pattern
6	9	colour shape line	texture form value	balance pattern contrast
7	11	colour shape line texture	form value space	balance pattern contrast emphasis
8	14	colour shape line texture	form value space	balance pattern contrast emphasis movement rhythm unity

*See 1.9 Elements of Art and Principles of Design

2.2 Examination Requirements by Grade

Candidates demonstrate their individual learning journeys and the skills achieved through a combination of:

- Applying specified formal elements of art
- Working in a sketchbook showing the process of creation
- Filming a video where they explain their ideas and motivation
- Creating an original artwork which brings all these aspects together

The requirements of each grade are detailed on the following pages.



Grade 1 (approx 4-5 years)

Choose one of the following themes:

- *My Family*
- *My Toys*

Formal elements

(20 marks)

- Use at least 3 art elements to express ideas
 - Colour, shape, mark-making/line

Sketchbook

(20 marks)

- Prepare 3 pages of a sketchbook to include:
 - Exploration in colour
 - Exploration of mark-making
 - An understanding of shape
 - Developing visual ideas in relation to the chosen theme

Original artwork

(40 marks)

- Demonstrate an understanding of surroundings (activities and community)
- Use colours, shapes, and lines to express imagination and movement
- Draw on play and personal experiences as source material for final artwork

Video

(20 marks)

- Create an original recording of no more than 1 minute in length
- In the video, the candidate should explain 1 personal idea related to the chosen theme, process of creation, and/or the final artwork

Grade 2 (approx 5-6 years)

Choose one of the following themes:

- *In the Air*
- *Under the Sea*

Formal elements

(20 marks)

- Use at least 4 art elements to express ideas
 - Colour, shape, mark-making/line, texture

Sketchbook

(20 marks)

- Prepare 4 pages of a sketchbook to include:
 - Development in colour and shape
 - Exploration in use of lines, including but not limited to zigzags, wavy, curly, broken, dashed, and dotted line
 - An understanding of texture
 - Developing visual ideas in relation to the chosen theme

Original artwork

(40 marks)

- Express a real or imagined experience within the chosen theme
- Demonstrate an understanding of an imagined or actual place
- Use line, shape, colour, and texture to communicate ideas within the theme
- Draw on play and personal experiences as source material for final artwork

Video

(20 marks)

- Create an original recording of no more than 1 minute in length
- In the video, the candidate should explain 2 personal ideas related to the chosen theme, process of creation, and/or the final artwork

Grade 3 (approx 6-7 years)

Choose one of the following themes:

- *Global Traveller*
- *A Magical Place*

Formal elements

(20 marks)

- Use at least 5 art elements to express ideas
 - Colour, shape, line, texture, form

Sketchbook

(20 marks)

- Prepare 5 pages of a sketchbook to include:
 - Development in colour, shape, line, and texture
 - Exploration and understanding of creating form
 - Developing visual ideas in relation to the chosen theme

Original artwork

(40 marks)

- Express an original real or imagined experience within the chosen theme
- Demonstrate an understanding of an imagined or actual place
- Use line, shape, colour, texture, and form to communicate ideas within the theme
- Draw on personal experiences and imagination as source material for final artwork

Video

(20 marks)

- Create an original recording of no more than 2 minutes in length
- In the video, the candidate should explain 3 personal ideas related to the chosen theme, process of creation, and/or the final artwork

Grade 4 (approx 7-8 years)

Choose one of the following themes:

- *Amazing Animals*
- *Robot World*

Formal elements

(20 marks)

- Use at least 6 art/design elements to express ideas
 - Colour, shape, line, texture, form
 - Balance

Sketchbook

(20 marks)

- Prepare 6 pages of a sketchbook to include:
 - Development in colour, shape, line, texture, and form
 - Exploration and understanding of developing composition
 - Developing visual ideas in relation to the chosen theme

Original artwork

(40 marks)

- Express an original real or imagined experience or memory within the chosen theme
- Demonstrate an understanding of imagined or actual characters and experiences
- Use line, shape, colour, texture, and form to communicate ideas within the theme
- Use balance in composition to convey personality and mood
- Draw on personal experiences and imagination as source material for final artwork

Video

(20 marks)

- Create an original recording of no more than 2 minutes in length
- In the video, the candidate should explain 4 personal ideas related to the chosen theme, process of creation, and/or the final artwork

Grade 5 (approx 8-9 years)

Choose one of the following themes:

- *Dreams*
- *Imaginary Worlds*

Formal elements

(20 marks)

- Use at least 7 art elements to express ideas
 - Colour, shape, line, texture, form
 - Balance, pattern

Sketchbook

(20 marks)

- Prepare 7 pages of a sketchbook to include:
 - Development in colour, shape, line, texture, form, and composition
 - Exploration and understanding of developing pattern and detail
 - Developing visual ideas in relation to the chosen theme

Original artwork

(40 marks)

- Express an original real or imagined experience or memory within the chosen theme
- Demonstrate an understanding of imagined or actual objects and places
- Use line, shape, colour, texture, form, and composition to communicate feelings and emotions within the theme
- Use pattern and details to add complexity and depth
- Draw on personal experiences and imagination as source material for final artwork

Video

(20 marks)

- Create an original recording of no more than 3 minutes in length
- In the video, the candidate should explain 5 personal ideas related to the chosen theme, process of creation, and/or the final artwork

Grade 6 (approx 9-10 years)

Choose one of the following themes:

- *In the City*
- *Planet Earth*

Formal elements

(20 marks)

- Use at least 9 art/design elements to express ideas
 - Colour, shape, line, texture, form, value
 - Balance, pattern, contrast

Sketchbook

(20 marks)

- Prepare 8 pages of a sketchbook to include:
 - Development in colour, shape, line, texture, form, composition, and pattern
 - Exploration and understanding of developing value and contrast
 - Reference to at least one other theme-related artwork and/or artist
 - Exploration of diversity in creating art based on researched reference
 - Developing visual ideas in relation to the chosen theme

Original artwork

(40 marks)

- Express an original real or imagined experience or memory or observation within the chosen theme
- Demonstrate an understanding of imagined or actual people, and/or objects, and/or places
- Use line, shape, colour, texture, form, composition, and pattern to communicate feelings and emotions within the theme
- Use value and contrast to add complexity and depth
- Draw on diversity, personal experiences, and imagination as source material for final artwork

Video

(20 marks)

- Create an original recording of no more than 3 minutes in length
- In the video, the candidate should explain 6 personal ideas related to the chosen theme, process of creation, and/or the final artwork

Grade 7 (approx 11-12 years)

Choose one of the following themes:

- *Inventions*
- *Artefacts*

Formal elements

(20 marks)

- Use at least 11 art elements to express ideas
 - Colour, shape, line, texture, form, value, space
 - Balance, pattern, contrast, emphasis

Sketchbook

(20 marks)

- Prepare 8 pages of a sketchbook to include:
 - Development in colour, shape, line, texture, form, composition, pattern, value, and contrast
 - Exploration and understanding of developing space and emphasis
 - Reference to at least one other theme-related artwork and/or artist
 - Exploration of diversity in creating art based on researched reference
 - Developing visual ideas in relation to the chosen theme

Original artwork

(40 marks)

- Express an original real or imagined experience or memory or observation within the chosen theme
- Demonstrate an understanding of imagined people and/or actual objects and/or places
- Use line, shape, colour, texture, form, composition, pattern, value, and contrast to communicate feelings and emotions within the theme
- Use space and emphasis to add complexity and depth
- Consider a range of visual elements including scale, composition, proportion, and perspective
- Draw on diversity, personal experiences, and imagination as source material for final artwork

Video

(20 marks)

- Create an original recording of no more than 4 minutes in length
- In the video, the candidate should explain 7 personal ideas related to the chosen theme, process of creation, and/or the final artwork

Grade 8 (approx 13-14 years)

Choose one of the following themes:

- *Identity*
- *Progress*

Formal elements

(20 marks)

- Use at least 14 art/design elements to express ideas
 - Colour, shape, line, texture, form, value, space
 - Balance, pattern, contrast, emphasis, movement, rhythm, unity

Sketchbook

(20 marks)

- Prepare 8 pages of a sketchbook to include:
 - Development in colour, shape, line, texture, form, composition, pattern, value, contrast, space, and emphasis
 - Exploration and understanding of developing movement, rhythm, and unity
 - Reference to at least two other theme-related artworks and/or artists
 - Exploration of diversity in creating art based on researched reference
 - Developing visual ideas in relation to the chosen theme

Original artwork

(40 marks)

- Express an original real or imagined experience or memory or observation within the chosen theme
- Demonstrate an understanding of imagined people and/or actual objects and/or places
- Use line, shape, colour, texture, form, composition, pattern, value, contrast, space, and emphasis to communicate feelings and emotions within the theme
- Use movement, rhythm, and unity to add complexity and depth
- Consider a range of visual elements including scale, composition, proportion, and perspective
- Draw on diversity, personal experiences, and imagination as source material for final artwork

Video

(20 marks)

- Create an original recording of no more than 4 minutes in length
- In the video, the candidate should explain 8 personal ideas related to the chosen theme, process of creation, and/or the final artwork

Latest updates as well as the information in this syllabus in English and Chinese are also available at www.IYAG.org



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