



Together with our partners



Visual Arts Festival 2026

LEARNING OUTCOMES

APPENDIX

Tomorrow's World

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ECD / Grades 1–2: *(Sparkling Bugs and Giant Plants)*

Visual Arts Skills

- Use **line, pattern, and scale** to create imaginative nature forms.
- Combine **materials and textures** in simple layered artworks.
- Blend **observation with imagination** in drawings.

Creative Thinking

- Invent **future plants and insects**.
- Combine **science ideas with fantasy**.
- Express **curiosity and wonder** through art.

Knowledge & Understanding

- Understand that **nature changes and adapts**.
- Begin exploring **environmental care**.
- Recognise **art as communication about the Earth**.

Personal & Social Development

- Develop **care and empathy for nature**.
 - Share ideas respectfully.
 - Build **emotional connection with the natural world**.
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Grades 3–7: *(Pink Zebras and Blue Giraffes)*

Visual Arts Skills

- Use **colour, pattern, and texture** to design imaginative animals.
- Experiment with **drawing, painting, collage, and mixed media**.
- Develop control of **basic art tools**.

Creative Thinking

- Transform **real animals into imaginative creatures**.
- Use **colour and design to communicate ideas**.
- Explore **“what if” thinking** in visual storytelling.

Knowledge & Understanding

- Understand that **artists transform reality through imagination**.
- Recognise how **animal colour and pattern function in nature**.
- Explore **diversity through artistic interpretation**.

Personal & Social Development

- Develop **confidence in self-expression**.
- Respect **different creative ideas**.
- Appreciate **difference as positive**.

Grades 3–5: *(Future Helpers – Friendly Robots and Machines)*

Visual Arts Skills

- Use **shape, colour, and pattern** to design machines.
- Combine **drawing, painting, and collage** in robot designs.
- Explore **geometric forms** in visual construction.

Creative Thinking

- Imagine **machines that solve real-world problems**.
- Design **robots with unique functions or personalities**.
- Tell stories through **inventive designs**.

Knowledge & Understanding

- Understand that **technology can help people and the environment**.
- Recognise that **machines are designed for specific purposes**.
- See how **art and design imagine future technology**.

Personal & Social Development

- Develop **empathy by designing helpful inventions**.
 - Gain confidence **sharing ideas**.
 - Build curiosity about **innovation and technology**.
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Grade 5 ONLY: *(My Dream Life in the Future)*

Visual Arts Skills

- Use **composition, colour, and detail** to depict future scenes.
- Experiment with **drawing, painting, collage, and mixed media**.
- Represent **people, places, and narrative imagery**.

Creative Thinking

- Imagine **personal futures creatively**.
- Use art to tell stories about **dreams and aspirations**.
- Communicate ideas through **visual narrative choices**.

Knowledge & Understanding

- Recognise that **art expresses personal visions of the future**.
- Understand that **choices shape future worlds**.
- Value **imagination in innovation and planning**.

Personal & Social Development

- Build **confidence expressing personal ideas**.
- Reflect on **goals and values**.
- Respect that **people imagine different futures**.

Grades 6–7: (*If Cars Could Fly – Cities of the Future*)

Visual Arts Skills

- Use **shape, form, and spatial design** in city artworks.
- Create **2D drawings or simple 3D models** of future transport.
- Explore **scale and perspective** in urban scenes.

Creative Thinking

- Imagine **new systems of movement and living**.
- Solve design challenges through **inventive visual ideas**.
- Communicate **innovation through art**.

Knowledge & Understanding

- Understand that **design solves real-world problems**.
- Recognise how **cities evolve with technology and human needs**.
- Link **art, architecture, and daily life**.

Personal & Social Development

- Share ideas through **collaborative discussion**.
 - Develop confidence **explaining designs**.
 - Build curiosity about **improving the world**.
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Grades 6–7: (*Nature Reclaims the Future*)

Visual Arts Skills

- Use **composition and contrast** between nature and buildings.
- Experiment with **mixed media and layered environments**.
- Develop **texture and environmental detail**.

Creative Thinking

- Imagine **future landscapes shaped by nature**.
- Use **symbolic storytelling** in environmental imagery.
- Communicate **ideas about ecological change**.

Knowledge & Understanding

- Understand **environmental change and ecosystems**.
- Explore **adaptation and sustainability**.
- Recognise **art as environmental commentary**.

Personal & Social Development

- Develop **environmental responsibility**.
- Discuss ecological ideas through art.
- Build empathy for **future generations and the planet**.

Senior School: *(All conceptual themes)*

Visual Arts Skills

- Use **advanced drawing, mixed media, and sculptural processes.**
- Develop **conceptual composition and symbolic imagery.**
- Experiment with **materials, form, and visual narrative.**

Creative Thinking

- Explore **complex ideas about nature, identity, technology, and society.**
- Use art to **question, imagine, and critique possible futures.**
- Develop **personal artistic voice and conceptual thinking.**

Knowledge & Understanding

- Understand links between **art, science, technology, and ethics.**
- Analyse how **environmental and social change shapes the future.**
- Recognise art as **research, reflection, and commentary.**

Personal & Social Development

- Develop **independent thinking and artistic confidence.**
- Reflect on **ethical responsibilities toward the future.**
- Communicate ideas **clearly through visual expression.**