



Ministry of Education
and Sports

HOME-STUDY LEARNING

SENIOR
2

ART AND DESIGN
August 2020



Published 2020

This material has been developed as a home-study intervention for schools during the lockdown caused by the COVID-19 pandemic to support continuity of learning.

Therefore, this material is restricted from being reproduced for any commercial gains.

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FOREWORD

Following the outbreak of the COVID-19 pandemic, government of Uganda closed all schools and other educational institutions to minimize the spread of the coronavirus. This has affected more than 36,314 primary schools, 3129 secondary schools, 430,778 teachers and 12,777,390 learners.

The COVID-19 outbreak and subsequent closure of all has had drastically impacted on learning especially curriculum coverage, loss of interest in education and learner readiness in case schools open. This could result in massive rates of learner dropouts due to unwanted pregnancies and lack of school fees among others.

To mitigate the impact of the pandemic on the education system in Uganda, the Ministry of Education and Sports (MoES) constituted a Sector Response Taskforce (SRT) to strengthen the sector's preparedness and response measures. The SRT and National Curriculum Development Centre developed print home-study materials, radio and television scripts for some selected subjects for all learners from Pre-Primary to Advanced Level. The materials will enhance continued learning and learning for progression during this period of the lockdown, and will still be relevant when schools resume.

The materials focused on critical competences in all subjects in the curricula to enable the learners to achieve without the teachers' guidance. Therefore effort should be made for all learners to access and use these materials during the lockdown. Similarly, teachers are advised to get these materials in order to plan appropriately for further learning when schools resume, while parents/guardians need to ensure that their children access copies of these materials and use them appropriately. I recognise the effort of National Curriculum Development Centre in responding to this emergency through appropriate guidance and the timely development of these home study materials. I recommend them for use by all learners during the lockdown.



Alex Kakooza
Permanent Secretary
Ministry of Education and Sports

ACKNOWLEDGEMENTS

National Curriculum Development Centre (NCDC) would like to express its appreciation to all those who worked tirelessly towards the production of home-study materials for Pre-Primary, Primary and Secondary Levels of Education during the COVID-19 lockdown in Uganda.

The Centre appreciates the contribution from all those who guided the development of these materials to make sure they are of quality; Development partners - SESIL, Save the Children and UNICEF; all the Panel members of the various subjects; sister institutions - UNEB and DES for their valuable contributions.

NCDC takes the responsibility for any shortcomings that might be identified in this publication and welcomes suggestions for improvement. The comments and suggestions may be communicated to NCDC through P.O. Box 7002 Kampala or email admin@ncdc.go.ug or by visiting our website at <http://ncdc.go.ug/node/13>.



Grace K. Baguma
Director,
National Curriculum Development Centre

ABOUT THIS BOOKLET

Dear learner, you are welcome to this home-study package. This content focuses on critical competences in the syllabus.

The content is organised into lesson units. Each unit has lesson activities, summary notes and assessment activities. Some lessons have projects that you need to carry out at home during this period. You are free to use other reference materials to get more information for specific topics.

Seek guidance from people at home who are knowledgeable to clarify in case of a challenge. The knowledge you can acquire from this content can be supplemented with other learning options that may be offered on radio, television, newspaper learning programmes. More learning materials can also be accessed by visiting our website at www.ncdc.go.ug or ncdc-go-ug.digital/. You can access the website using an internet enabled computer or mobile phone.

We encourage you to present your work to your class teacher when schools resume so that your teacher is able to know what you learned during the time you have been away from school. This will form part of your assessment. Your teacher will also assess the assignments you will have done and do corrections where you might not have done it right.

The content has been developed with full awareness of the home learning environment without direct supervision of the teacher. The methods, examples and activities used in the materials have been carefully selected to facilitate continuity of learning.

You are therefore in charge of your own learning. You need to give yourself favourable time for learning. This material can as well be used beyond the home-study situation. Keep it for reference anytime.

Develop your learning timetable to cater for continuity of learning and other responsibilities given to you at home.

Enjoy learning

Senior 2

Term 1

Lesson One

Theme: Drawing and Painting

Topic: Still Life

After reading this topic and practising its activities, you should be able to:

1. appreciate the arrangement of objects to create form showing depth in space.
2. represent objects in still life composition.

Words you will learn

- Composition
- Overlap
- Foreshortening
- Placement
- Special relationship

You will need:

drawing and painting tools, notebook, sketch pad, assorted objects to set

Introduction

Still life drawing at this stage of study focuses more on the representation of line, shape, tone, form, texture and space. You will therefore learn to practice with the shading technique and process of mark making on the surface to produce a visual image. There are various stages in drawing which may or may not lead to a finished composition. These include sketches, studies, and complete works. In this topic, you will learn and practice the development of different shading techniques to achieve form in your composition.

For example, study the still life drawing in Figure 1.1 and identify the objects presented. Describe their forms and texture.

How was the texture achieved?



Figure 1.1: A drawing from still life

Procedure

1. Creating a subject matter (idea development)

You will need to select a meaningful theme with objects that relate with each other. These are meant to serve the similar purpose, such as farming, cooking, bathing, cleaning and storing. These are normally selected to depict meaningful and varying aspects like shape, form, size, texture and colour.

2. Arranging the objects to form a composition

To arrange a simple and meaningful composition, consider the variations in space, size and colour. It is like telling a story, having where to begin and having an end. The base of the composition should be a raised but not beyond the eye-level. Since the background is part of your composition, you should carefully select its appearance, either bare or enhanced to bring a meaningful composition (e.g. with a curtain, a wall). Your setting should receive natural light, but not under direct sunshine.

3. Sketching from different view points

Before sketching, chose an appropriate view point in terms of light and interest in a meaningful composition (visibility of objects).

4. Developing the sketch (developing form)

Activity:

On a low ground or low table, set a medium source pan. On the left, close to the source pan, place a medium sized water container. Place a mingling stick in the source pan lining towards the right hand side. Draw the setting using a medium of your choice.

Summary

In this topic you have learned to:

- i) set a simple still life composition.
- ii) capture simple still life shapes on a two dimensional space.

Lesson 2

Theme: Drawing and Painting

Topic: Nature

After reading this topic and practising its activities, you should be able to:

Words you will learn

- structure
- texture
- specimen

You will need:

drawing and painting tools, notebook, sketch pad, assorted objects to set

Introduction

In the previous topic, you studied about the arrangement of different objects in composition. You were able to capture the different objects while following their arrangement. However, sometimes you can study a single object for a particular setting. This forms what we call nature study. In this topic you are going to study about making an analytic study of objects from nature.

What is the study of nature?

Nature drawing refers to an arrangement of various natural objects for the purpose of drawing a composition. Examples are plants, animals, insects, landscape etc. Nature can also be used for composing three dimensional forms. The drawing requires close observation of the shapes, planes, structure, surface quality, tonal value, texture in space. Drawing from observation involves looking at the objects very carefully and recording what you have seen. This is very important because it will enable you to develop a habit being very observant. Study Figure 2.1 and describe the characteristics of the objects shown.



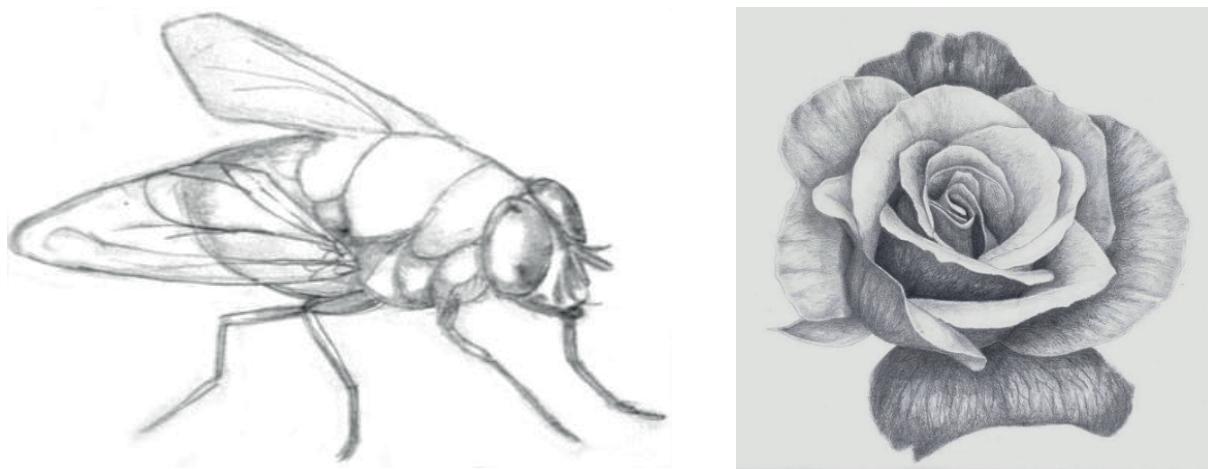


Figure 2.2: Studies of objects from nature

Activity:

1. Make a study of a twig with a one or two leaves.
2. Study an insect of your choice to capture its structure.

Summary

In this topic you have learned to select, observe and draw objects from a natural specimen.

Lesson 3**Theme: Drawing and Painting****Topic: Drawing from a living person**

After reading this topic and practising its activities, you should be able to:

1. appreciate the physical appearance of the human figure.
2. use lines to explore the positioning of a living person.

Words you will learn

- posture
- gesture

You will need:

drawing and painting tools, notebook, sketch pad, assorted objects to set

Introduction

In art and design, we always struggle to express ideas while using different materials and tools. But do you know that a human figure can be a major source of your expression? The human being is part of nature for you to study. This lesson introduces you to the study of a living person as part of nature.

Drawing from a living person refers to the drawing or painting from a human figure. This requires understanding the proportions and the positioning of a person. There are several approaches to capture the human figure. You will learn to do some of these approaches through practice.

Explore the composition of a living person using lines

In this topic, you are going to explore the use of line to capture the body arrangement according to the pose. This is what we call composition. The process will allow you to study and express the flow of line capturing the body formation. For example, observe the use of lines in Figure 3.1.

Figure 3.1: Study of a human figure



Note: Your setting should receive natural light, but not under direct sunshine.

Activity:

1. Observe any person at home engaged in an activity. Convince this person to pose for you.
2. In your drawing book, or using a paper not exceeding 20cm by 30cm, using any drawing tool, draw the person while studying the pose.

Note: You may have discovered some relevant art elements and the principles of design while executing your work, these may include line, shape, texture, proportion and tone among others. In your note book, mention the **elements** and the **principles** separately then define them.

Summary

In this topic, you have learnt to:

1. appreciate the physical appearance of the human figure.
2. use lines to explore the positioning of a living person.

Lesson 4

Theme: Drawing and Painting

Topic: Original imaginative composition in colour

After reading this topic and practising its activities, you should be able to:

1. create imaginary composition using various colour media.
2. develop a meaningful composition for painting (creating focus).
3. interpret the text into visual images.

Words you will learn

- imagination
- arrangement (composition)
- gesture
- focus

You will need:

drawing book, crayons, inks, chalk, charcoal, pastels, powder paint, pallet, water, container, brushes, drawing board, pins and pencils

Introduction

In this topic, you are going to learn about original imaginative compositions. This refers to creating a new art work from imaginary, literary and memory. It involves combining previous ideas and use of imagined images to create a drawn or painted work. The work produced should be unique basing on the individual experience. Imagination often goes beyond reality in which the imagined ideas bear no resemblance to your own form of life. For example, Figure 4.1 is a painting that was done out of imagination.



Figure 4.1: A painting by Ken

Note: The process of imagining things is like telling a story, this time not in words but in visual images. Painting from memory will help you develop your ability to remember events in general and detail. However, you can draw and paint from an activity that is a reality, such as a fight in a market, visitors at home and children playing. In all compositions, the elements of design and the principles of art

Procedure

- **Selecting a subject matter (idea development)**

Before starting a painting, you need to have a topic (theme) that arouses your interest to talk about. This is like watching a football match or a movie and you feel like telling people what happened.

- **Developing sketches (trials)**

Make several sketches in line with the selected topic using your pencil or colour. From the sketches that you have made, develop your idea more for painting by creating a more dramatic composition. This helps to improve your thinking and developing a more interesting composition.

- **Developing a composition into a painting**

Based on the sketch you have developed, apply colours to the different subjects in your composition. Be mindful of the background and foreground. Add your feelings, mood and personal bias to emphasize some parts and diminish others in order to make it a unique and imaginative work.

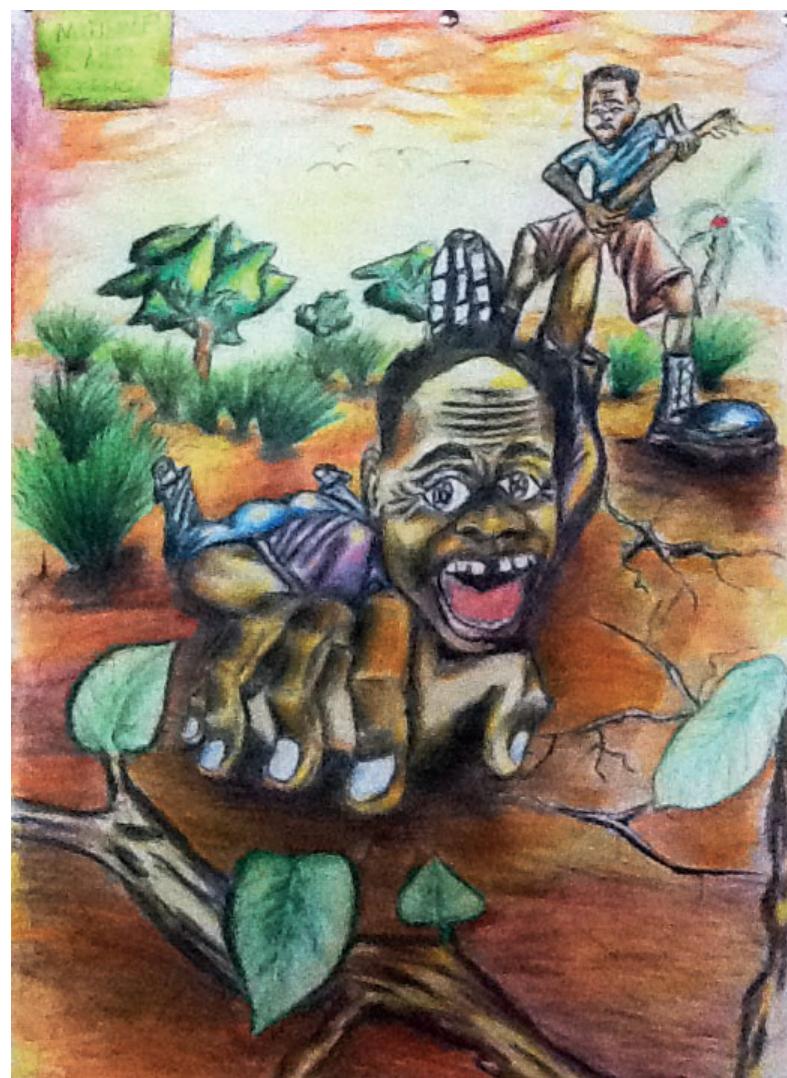


Figure 4.2: A painting by a student

Observe the painting if **Figure 4.2** and identify the subject matter that is presented.

Note: Principles of art should be applied when composing the picture.

Finish up your work then let your family members or your immediate neighbours (not forgetting wearing your face mask) view your work. In case of any comment leading to a better work, utilize that opportunity.

Activity:

Paint a picture based on one of the following topics. Make a study of colour scheme; this will enhance your painting.

1. An accident that happened as the thief was being arrested during curfew hours in a local setting.
2. After a heavy downpour, people are struggling to move through a flooded road.
3. Music, dance and drama competition at my school.

Summary

In this topic, you have learnt to:

1. create an imaginary composition using various colour media.
2. develop a meaningful composition for painting (creating focus).
3. interpret the text into visual images.

Lesson 5

Theme: Graphics

Topic: Lettering/calligraphy

After reading this topic and practising its activities, you will be able to:

1. demonstrate an understanding of a letter structure.
2. make use of letter structures for creative writing.

Words you will learn

- Calligraphy
- Font
- Lower and upper case
- Ascender
- Descender

You will need:

Drawing book, assorted coloured pencils, ruler, coloured markers, compo pens. Nib inks, rubber and pencils.

Introduction

Graphics involves the use of both visual images and letters. Graphic design refers to the arrangement of these components to create a composition that has both visual and written messages. Currently, the use of letters is the most frequently nonverbal channel. You also respond to the messages by writing back either by typing or using your ordinary hand writing. Calligraphy is part of creative letter writing.

Lettering

This is the effective way of communicating verbally. Usually, we use letters to communicate. Good example of communicating via letters are the newspapers, books, letters, and posters to mention but a few. Different types of letters are used. These are three basic types

- a) Lowercase abcde...
- b) Uppercase ABCDE...
- c) Numerals 01234...

For example, observe the lettering in **Figure 5.1.**

ABCDEFGHIJKL
NOPQRSTUVWXYZ
abcdefghijklm
nopqrstuvwxyzwxyz
0123456789

Figure 5.1: Letter fonts with numerals

Activity 5.1 Formal letter construction

1. Imitate the letters in Figure 5.1 on a paper.
2. Look for some other types of formal letters from magazines, (and a computer where possible)

Calligraphy

There are styles of constructing letter and numerals. Among them are ordinary handwriting and **calligraphy**. Calligraphy is the art of styling letter writing to suit a purpose. It is used to produce attractive works like, certificates, ceremonial card etcetera.

Observe the letters in **Figure 5.2** and study their structure.



Figure 5.2: Letters in a calligraphic hand

Activity 5.2: Calligraphic hand writing

Rewrite the following words in a calligraphic hand:

- a) School
- b) John
- c) Sarah
- d) Construction

Procedure for making letters using an upper case usually begins with;

- a) Knowing the font type to be used. In this exercise you are using the Roman alphabet from A up to Z.

Uppercase has three basic shapes, namely:

1. Circular: O, D, C, Q, G
2. Squire: A, H, N, U, V
3. Rectangular: K, R, T, X, Y, Z, B, E, F, L, P, S, I, J, M, W

Out of the letters which fit in the rectangle I and J are narrow, while M and W are wide.

- b) Demonstrate an understanding of a letter structure

In this case, you are using two dimensional letters. These are designed on a flat surface using the technique of construction. You are using the Roman lettering. These have the following characteristics.

1. They are constructed from left to right
2. They are composed of geometrical lines or strokes.
3. They are evenly spaced

Remember at all levels of doing graphics, Line, shape, colour, creativity and space are some of the element and the principles of art needed.

Activity 5.3: Calligraphic hand writing

You can use an already graphed paper or get a plain page of your drawing book and make a graphed face.

Use 1cm as your vertical and horizontal spacing. This is to enable you maintain consistence in measurement. While using the mentioned surface, leave reasonable margins on the sides that is on the side and on the bottom. Design an alphabetical chart for a pre-primary child.

1. Use 3cm by 5cm for the following letters, circular, squired and rectangular apart for I, M and W. while constructing I, use 1cm width and 5cm wide, then M and W use 4cm by 5cm. In between the letters, leave a 1cm spacing
2. Use a ruler to draw straight lines and a compass to draw curved lines. In case of block letters with very thick lines the curves may be made freehand instead of using a compass since they are likely to be small at the corners.
3. Once the letters are appropriately designed, use colour to cover the enclosed shapes.

Note that all straight lines of the letters start and end in the corners of the squares.

Summary

In this topic, you have learnt to:

1. construct letters in a free hand writing.
2. make use of letter structures for creative writing.

Lesson 6

Theme: Graphics

Topic: Visual Symbols

After reading this topic and practising its activities, you should be able to:

1. appreciate graphic symbols as a visual language.
2. design visual symbols.

Words you will learn

- symbol
- visual
- image

You will need:

drawing book, assorted coloured pencils, ruler, crayons, coloured markers, compo pens. Nib inks, pastels, brushes, rubber and pencils

Introduction

Symbols are used to communicate messages to viewers. A **symbol** is an image which represents something. Some of them are universal that is; they are international and can be understood by most people. Good example of international symbols are the road signs. They are usually bold and simple to be understood by many people. Some symbols utilize only visual images with no letters at all; while others use words only, yet some combine both. Examples of visual symbols include; MTN logo and Red Cross. (Figure 6.1).



Figure 6.1: Examples of international visual symbols

How to design a visual symbol

Make use of the newspapers and magazines at home to search for visual symbols. Study these symbols and identify their unique features. This will help you design your own symbols.

- a) What attracts you most when you look at these symbols?
- b) How different or similar are these symbols?

Procedure

- I. There must be a challenge to address, for example a new school is opening and has to be identified from other schools. A school badge is needed to be worn by students. A badge is required and needs to be designed.
- II. Developing an idea. Identifying a proper symbol to represent the idea given in the brief. This will require various sketches before you come to a conclusion.
- III. Selecting appropriate colours to represent an entity. Colours are a theme for various purposes and meaning. You will choose colours according to how they are appealing to the observer.
- IV. Finishing the design. This requires you to follow precision and proper placing of objects. It also requires balancing the visual concepts (images and letters)

Activity 5.2: Designing visual symbols

You have an idea of starting a company to produce cups and plates. Think of designing a symbol to present your company, capturing an image. Use only two colours and dimensions 20cm by 20cm.

Summary

In this topic, you have learnt to:

1. interpret a text to come up with a design idea.
2. design visual symbols.

Term 2

Lesson Seven

Theme: Decorative Arts

Topic: Mosaic

After reading this topic and practising its activities, you should be able to:

1. make use of the locally available materials to create art work.
2. use elements of art to create a mosaic article.

Words you will learn

- Mosaic
- Decorative art

You will need some of the following materials:

Natural fibres, beads, shells, grass, seeds, hard board, pencil, drawing book, cutting tools, sharpening tools and glue.

Introduction

Mosaic is one of the decorative art of creating pictures or ornaments. An assortment of materials can be utilized such as seeds, paper, cloth, wood, ceramic pieces. In this technique, designs and patterns are made on a surface using small materials set in a bed of cement, plaster or adhesive to form a composition. Hence, mosaic artworks can be made from scraps and other bits of miscellaneous materials. For example, look at the mosaic articles in Figure 7.1 and Figure 7.2.



Figure 7.1: Mosaic 1

Procedure

1. Collecting and preparing locally available materials

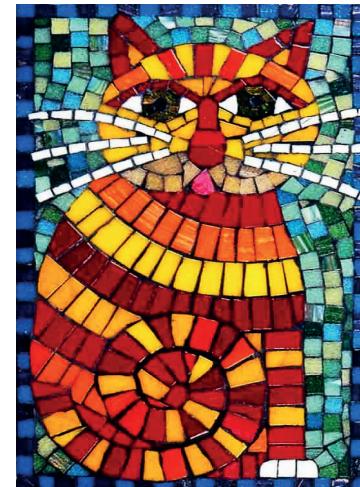


Figure 7.2: Mosaic 2

Collect and select materials from your environment. Sometimes, these can be discarded plastics, glasses, etc, which you can assemble to create a meaningful mosaic.

2. **Prepare a hard board on which to create your mosaic.** This can be of a shape of your choice, e.g. square, rectangular or triangular.
3. Use line to make a sketch for your mosaic.
4. Cut as you paste pieces of the material to your sketch to capture the intention of shape, colour and tone. This is done continuously until you finish the intended work to your satisfaction.

Activity: Making a Mosaic article

Create a mosaic based on a theme, either cups or pots. Follow the **procedure as studied above**. Use one type of material to come up with a final work on a hard board.

Summary

In this topic, you have learnt to make use of the locally available materials to create a mosaic.

Lesson Eight

Theme: Decorative Arts

Topic: Ornamental Collage

After reading this topic and practising its activities, you should be able to:

1. make use of the locally available materials to create art work.
2. use found materials to create a collage.

Words you will learn

- Mosaic
- Decorative art

You will need some of the following materials:

fibres, beads, shells, grass, seeds, hard board, pencil, drawing book, pair of scissors, knife, razor blade, adhesive, crayons, inks, chalk, charcoal, pastels, brushes and pencils

Introduction

Ornamental collage refers to decorative design made up of assorted materials such as coloured glass, stones, seeds, beads fibres among others. Collage is basically used as decoration in homes and community walls. It is an artistic way to create interest from bare walls or surfaces. In this topic you are going to make use of various materials to create a collage article.

Observe the collage articles in **Figure 8.1** and **8.2** and identify the theme for each of the works. What is the possible material that was used to make these articles?



Figure 8.1: Collage one



Figure 8.2: Collage two

You can make your own collage by following the procedure below.

Procedure

1. Collection and preparation of materials.

Collect materials from your surroundings. These are selected according to colour, texture and accessibility. Sometimes these materials are painted or coloured with dyes.

2. Select your theme of interest from imagination, nature, still life or living person. Then make sketches as trials for your composition.

3. Transfer one best sketch on the selected background such as a hard board cut out of a hard box.

4. Paste pieces of the materials on the hard board according to your sketch. Then finish your product.

Activity: Making a Collage article

Create a collage based on a theme of your choice. Follow the procedure as discussed above.

Use materials from your local environment and create your work on a hard board.

Summary

In this topic, you have learnt to make use of the locally available materials to create a collage.

Term Three

Lesson Nine

Theme: Pottery

Topic: Pinch pots

After reading this topic and practicing its activities, you will be able to:

- I. Create functional articles in three dimensions using clay or local soils.

Words you will learn

- Pinch pot
- Kneading
- wedging

You will need some of the following materials:

hard board, pencil, drawing book, clay/ local soils, water, container, polythene, modelling tools such as knives, folks, spoons, and pencils.

Introduction

In the process of making pots, you need to have well prepared clay or any other type of soil. Pottery is a craft of making containers out of clay. Different cultures make pots for many purposes such as containers and saucepans. Different methods are used when making pots and these include the pinch, the coil and the slab. In this topic, you are going to study about making pots using the pinch method.

There are various shapes of pottery made out of clay. For example, observe the pots in **Figure 9.1**. Identify the different shapes. In your local area, what is the usefulness of pots?



Figure 9.1: Pots

Making pots follows a step by step process. You need to go over them to make a clay article.

Procedure

- I. Create functional articles in three dimensions using clay or local soils using a pinch method.
This is a process in which one uses the thumb and forefinger to form a pot. This is the basic clay or soil assembling method that can easily be used with ease and interest. Assuming the artist has the already prepared clay, follow the steps under the activity to make the pinch pot.
- II. Begin with a small ball of clay or any other type of used soil, wedge and knead it to make sure that all air is expelled. At this level it is plastic enough. Insert your thumb in the middle of the clay ball. Kneaded clay can be stored in plastic buckets, polythene bags, or pits dug in the ground then covered with banana leaves or polythene. Any clay that has dried can be re-slaked (re-slaked is the soaking of clay again in water for a specified period of time).
- III. Carefully pinch up the walls of your pot as you keep turning the pot around. Keep the thickness of the walls consistent as you slowly make your way to the top.
- IV. Work on the brim of your pot by making it protrude more than the rest of the pot. You can flatten the bottom of the pot in order to give it support.
- V. Adjust on the shape of your pot according to your interest, creativity and add decorations when your pot is still wet.
- VI. When you are through with the forming activity, the pot should be kept covered to dry slowly before the firing process.

Activity: Making a pinch pot

1. Prepare clay for your pot making. Store the clay in a safe place.
2. Follow the procedure described above and make your pinch pot.

Summary

In this topic, you have learnt how to make use of clay/other soils to make a pinch pot.



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