



Ministry of Education
and Sports

HOME-STUDY LEARNING

SENIOR
1

ART AND DESIGN
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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.

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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 One

Term 1

Lesson 1

Theme: Art Theory

Topic: Appreciation of Art and design

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

1. explore what makes the study of art and design.
2. discuss the influence of art to the people in the community.
3. appreciate your environment, culture and its art.
4. preserve the natural environment as a cultural heritage and as source of inspiration.

Words you will learn

- | | | |
|----------------|-----------------------|----------------|
| • Appreciation | • Natural Environment | • Surroundings |
| • Art forms | • Curiosity | • Observation |
| • Artworks | | |

You will need:

- notebook, sketch pad, pencil,
- Paint, brushes, glue and section of the Natural environment

Introduction

Art and design is one of the subjects you will learn during your time of secondary education. There are many areas of creativity in the field of Art and design. You will explore some of these areas as you continue learning and practicing art and design. You will begin to understand why Art as a subject is taught and why art works are created.

The learning of art and design will not only develop your creative mind but will also help you to understand better other subjects like Biology, Agriculture, ICT, Mathematics, English language and the rest. Studying Art will help you develop the five essential generic skills (soft skills) of; critical thinking and problem solving, creativity and innovation, communication, cooperation and self-directed learning, and mathematical computations with ICT proficiency. These soft skills will allow you to develop into a lifelong learner who can adapt to change as you strive to cope with the challenges of life in this 21st Century.

Observing and appreciating nature

Art is a language used to communicate and express ideas. In this section you will learn about Art and design as a language. You will also develop skills used by artists to communicate ideas. Artists make and use visual images (things we can see and sometimes touch) to communicate

ideas. You will learn to do this after acquiring the skill of **observing**.

What do you see when you look around your home area? If you take time to look around, you will pick interest in observing things of different appearances. Do activity 1.1 to start on the journey of your observation and exploration of your environment.

Activity 1.1: Getting familiar with your natural environment

1. Take a journey to the nearby environment outside your home.
2. Look at your immediate natural surroundings and identify objects found there.
3. In your notebook/sketch book list objects that have interested you, and give reasons to why?
4. Discuss with people at home the usefulness of the objects identified in your natural environment to the community.
5. Use half a page of your notebook to write a report of what was discussed.

What do you see around your immediate environment? The surrounding you live in is rich with things that have beautiful appearances; **shapes** and **colours**. Some are natural objects while others are man-made objects. List what is in your home environment.

Our eyes help us a lot in **observing** and describing the different objects from nature. By doing so, you will be showing an **appreciation** of your natural environment and how you can use it to sustain your life.

Hint: Appreciating art takes more than just looking at an object. It takes looking-and knowing how to look-to find meaning. This is called **observation**.

Studying art will give you the power to challenge your thinking and seeing things with an artistic eye. Your interest to know why things look like the way they are is what is called **artistic curiosity**. On your journey through the world of art, you will learn how to “see” art. Through practice, you will learn how to perceive artistically.

Why study Art?

Learning art will help you develop understanding of self and the world around you. Art engages the body, mind and the spirit to communicate and express ideas, and feelings that often cannot be done by any other means. You will learn and develop a **language** of artistic expression of ideas, feelings, emotions and moods through a variety of art experiences (creative growth). You will have opportunities to make meaningful **literacy** choices and to produce new forms of texts by combining literacy resources. Studying art is an opportunity for you to develop the most needed generic skills in this 21st century as listed in the introduction. Art will open career opportunities for you as an artist. Artists get jobs by practicing one or more of the fields of art to solve peoples’ needs. In your area whom do you know does art as a job?

Art is made by people to communicate ideas, express feelings and to make well-designed objects to use in our daily life.

Art has disciplines such as **painting, drawing, sculpture, printmaking, Jewellery** and many more.

List any other disciplines of art that is not mentioned. Study Figure 1.1 and do Activity 1.2.

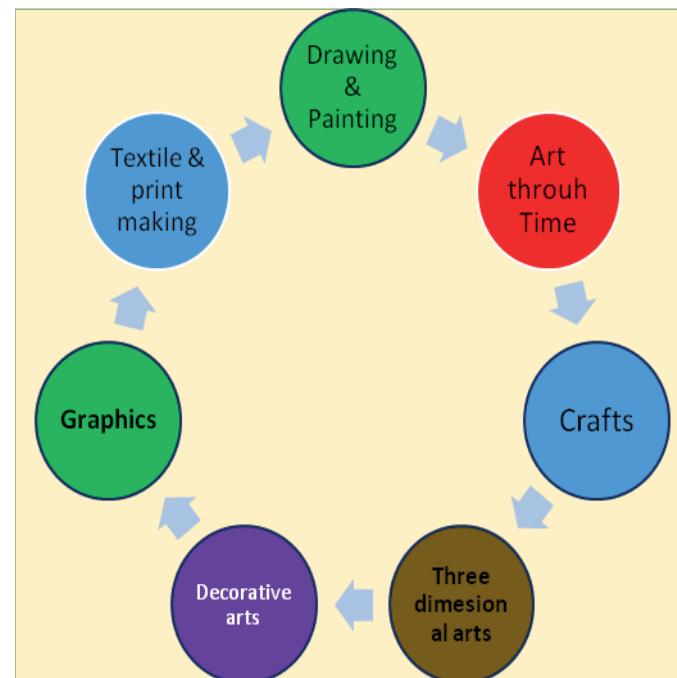


Figure 1.1: Art disciplines

Activity 1.2: The value of Art and design

Study **Figure 1.1** and the accompanying notes in the box.

1. List the Art disciplines given in Figure 1.1.
2. In your notebook/sketch book, list objects or artworks that are made by artists who practice some of the given disciplines.
3. Discuss with people at home the professions that you can take as a result of studying art and its related disciplines.
4. Use half a page of your note book to explain at least three ways by which Art is useful in solving peoples' daily problems.

Practice

1. While putting on a mask, visit a person in your locality who practices any form of art and study the type of art he/she does. (make notes)
2. Engage the people at home in a discussion on the topic "why a person should study Art".
3. In your note book list the usefulness of art in solving peoples' problems.

Summary

In this unit you have learned to:

1. define the term art and artists.
2. appreciate the usefulness of studying art.
3. identify the major areas of practice (careers) in art and design.

Lesson 2

Theme: Art Theory

Topic: Exploring line, space and shape

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

1. identifying the basic elements of art.
2. exploring and learning to describe elements of art and design.
3. discussing the effectiveness of the elements applied in the artworks.

Words you will learn:

- Artist
- Elements and principles of art
- Form

You will need:

- Note book, sketch book, pencil, Paint, brushes, glue and
A section of the Natural environment

Introduction

People who practice art are generally called artists. Artists communicate to people without using words. In verbal communication, we join words to make a meaning of communication. They create images. In art, elements and principles are like words in verbal languages which artists use to say something, while creating a visual form.

The elements and principles of art are the building blocks or foundations upon which a work of art is created. You will not use all of them all the time but you will use some of them most of the time. In this chapter you are going to learn how to use the visual words (*elements and principles*) to make and study artworks.

Elements of Art

The elements and principles of art and design are the foundation of the language used in art.

The **elements of art** are the visual tools that the artist uses to create a composition. These are **line, shape, colour, value, form, texture, and space**. The **principles of art** represent *how the artist uses the elements of art* to create an effect and to help convey the artist's intent. Observe Figure 2.1 and identify the different elements used.

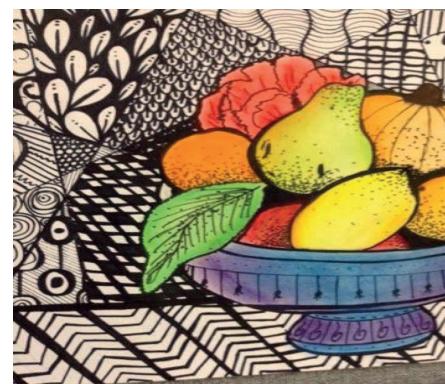


Figure 2.1: Elements of art in an Art work

The principles of art and design are **balance, contrast, emphasis, movement, pattern, rhythm, and unity/variety**. The use of these principles can help you determine whether the work is successful, and whether or not the work is finished.

The artist decides what principles of art he or she wants to use in the work. While an artist might not use all the principles of design in one piece, the principles are intertwined and the use of one will often depend on another.

Activity 2.1 Identifying elements of Art

Study Figure 2.1 and

1. Name the elements used in the pictures.
2. Describe the difference in use of line in the image
3. Write a brief description on the use of space, line and shape in the image.

Line

Line is a basic element of the visual objects and can be manipulated in several ways. Lines are the path of a moving point. They define the edges of shapes and forms. A line may be straight or curved, light or dark, separated or joined, thin or thick, crisscrossed in either regular or irregular patterns. We will learn a bit more about lines in other forthcoming chapters.

Shape or form in Space

A shape is created when a line returns to its point of origin. Shape, form, and space are closely tied to one another because we see them at ago. A shape may have an outline or a boundary which defines it e.g. circle is round. Shape is a two-dimensional object. Form like shapes has length and width. But forms go a step further. Forms can be actual or implied, they have depth. A form is an object with three dimensions. Space is the distance or an area between, around, above, below, and within things. All objects take up space.

Activity 2.2: Experimenting elements of Art

In your sketch book, divide a page into three equal boxes and do the following:

1. Draw an object of your choice in the first box using line to define its shape.
2. In the second box use lines and or colour to give your object form
3. In the third box consider the space being part of the object of study
4. Present your work to your classmates for discussion.

In an effort to create a shape of the object you studied, you have experienced difference in registering different thickness of line to capture your intentions. Different line registration communicates a message to the viewer. Somewhere you might have used a straight line, zig-zag, cross hatched, or curved. Your communication was to register boldness, smoothness, light effects on the object or its form. Space was used to capture the intended image.

Summary

In this unit you have learned to:

1. identify the basic elements of art (space, line and shape) in creating artworks.
2. explore and describe basic elements of art and design as you make drawings
3. describe through a discussion, the effectiveness of basic elements in an artwork.

Lesson 3**Theme: Drawing and Painting****Topic: Exploring the Natural Environment**

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

1. explore what makes your natural environment.
2. discuss the influence of the natural environment to the making of art in the community.
3. use materials from the environment responsibly.
4. preserve the natural environment as a cultural heritage and as source of inspiration.

Words you will learn:

- | | | |
|-----------------------|------------|----------------|
| • Appreciation | • Artworks | • Observation |
| • Art forms | • Nature | • Surroundings |
| • Natural Environment | | |

You will need:

- notebook, sketch pad, pencil,
- paint, brushes, glue and a section of the natural environment

Introduction

In this topic you are going to explore the world around you. You will also appreciate the usefulness of the natural environment to the people. You will capture what makes your natural environment through drawing or painting. Do you know why you are surrounded by different things of nature? What is the importance of plants, birds or animals to you? Why do you think people living in different geographical areas express themselves differently? The way you make aesthetic/artistic choices is reflected in artworks which are influenced by family, culture, and community.

Observing and appreciating the natural environment

You will pick interest in observing things of different appearances. The availability of plants, insects and animals found in a given area determine the artworks and culture of people living there. Do activity 3.1 to start on the journey of your exploration and observing your environment.

Activity 3.1 Getting familiar with our natural environment

1. Observe the nearby environment around your home area and identify objects found there.
2. In your notebook/sketch book list objects that have interested you, and give reasons to why?
3. List down at least two reasons as to why the identified objects in natural environment are useful to the community.
4. Use a new page of your note/sketch book to sketch an object from your natural environment that has interested you most.

Examining and responding to the natural environment

You have enjoyed a tour around your surrounding environment. You must have seen objects of different appearance in shapes, sizes and colour. Can you describe objects you have seen? To describe an object requires an interpretation as a response. You need to know what to use to describe or interpret an object. After going through Section one, you realized that the natural environment provides us with the materials we need to make life enjoyable.

Various art works can be made from natural materials to serve different purposes in our societies. Since we cannot do without the environment it is our personal responsibility to responsibly use, maintain and improve on it.

Activity 3.2 Drawing from what I see

1. In your art book make a representation of the details of an object you have observed from your surroundings.
2. Study the lines and use them to formulate shapes of the objects observed.

The contribution of the natural environment to Art and design

The natural environment offers a lot of resources for artistic ideas. Materials from the natural environment can be either used directly from their source or worked upon to change their colours and strength in order to serve the purpose. For example, look at the images in figure 3.1 and do the activity that follows.



(a)



(b)



(c)

Figure 3.1: Crafts made from materials of the natural environment

Activity 3.3 Use of materials from the environment

1. List down the different materials that you think were used to create the artworks in the pictures shown the Figure 3.1.
2. Describe how such materials are prepared from the natural environment before they are used in the artworks.
3. Which of these materials can be got from your local area?
4. Discuss the purpose of the artworks in Figure 3.1 in the society.
5. Give at least three reasons as to why should people protect the natural environment?

The use of nature in art making

In this section you will observe that nature is a major source in art making. Observe the pictures in **Figure 3.2** and answer **Activity 3.3**.



Figure 3.2: Using nature to make artworks

Activity 3.4 Responding to the arts in the natural environment

1. What is taking place in the picture?
2. Identify the materials used during the presentations of the art forms in the pictures. List them in your book.
3. Discuss the factors that are likely to have been considered to select these particular materials?
4. Suggest measures that can be applied to make sure that such materials are always available?
5. How is the natural environment influencing the culture and artworks shown in the pictures above?

Summary

In this chapter you have learned to:

1. observe and appreciate the Natural environment.
2. **recognize** the importance of art, identify artworks from the society that are made from materials of the natural environment.
3. use materials from the environment responsibly.
4. preserve the natural environment as a cultural heritage and as source of inspiration.

Lesson 4**Theme: Graphic Design****Topic: Introduction to Graphic Design**

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

1. making a research on graphic design as a visual language.
2. defining and explaining the term graphic design.
3. discussing the ways in which artworks can be presented to different audiences.
4. use elements and principles of design to create a non-illustrated poster.

Words you will learn:

- | | | |
|-----------------------|------------------|------------------|
| • Graphic design | • Font | • Descender |
| • Illustration | • Ascenders | • Baseline |
| • Image | | |

You will need:

notebook, sketch pad, pencil paint, brushes, glue and a section of the natural environment

Introduction

Graphic design is one of the branches of art commonly found around us. It includes use of letters and images with colour. Look around your home to find out whether you have a wall calendar or a newspaper. These items are works of graphic art. Can you find at least five other graphic design works you can identify in your home?

Graphic design language

Graphic design is an art of combining lettering and illustration to communicate a message to others. Lettering refers to the written alphabet (upper and lower case). The styles of writing are called letter **fonts**. Illustration refers to the image that is used along with the lettering (words). An eye catching graphic design shows good judgement in selecting a letter type and image or illustration suited to the message you wish to send. More attention should be given to the use of elements and principles of art and design in creating a composition of graphic design. In this chapter, you are going to learn how to communicate in graphic form.



Figure 5.1: Image and letters in a poster

Graphic design the art of is found all around us. They include maps and diagrams, logos, signs, billboards, newsletters, advertisements and posters. The message of a graphic design must be clear, cost effective and relevant. When used effectively, a graphic design can become a very powerful tool for sending a message to others. What can you learn from figure 5.1?

Have you ever seen any work of graphic design? Do activity 5.1 to learn more what graphic design is all about.

Activity 5.1 Discovering the art of Graphic designs

1. Search for graphic design works in old newspapers and magazines.
2. Where possible, use a computer or a cellular phone to get a definition of Graphic design.
3. In your art book document, the key information you have got from your research about Graphic design in your art book.
4. Identify examples in your research of graphic art you consider being common and effective to use in your home area.

Observing basic elements of graphic design

Look at **Figure 5.2** showing the elements of an effective graphic design. Do you have similar elements with the ones you got from your research? How can you make use of these elements to make your own artwork? You need to first discuss these elements one by one to gain confidence on how to use them.

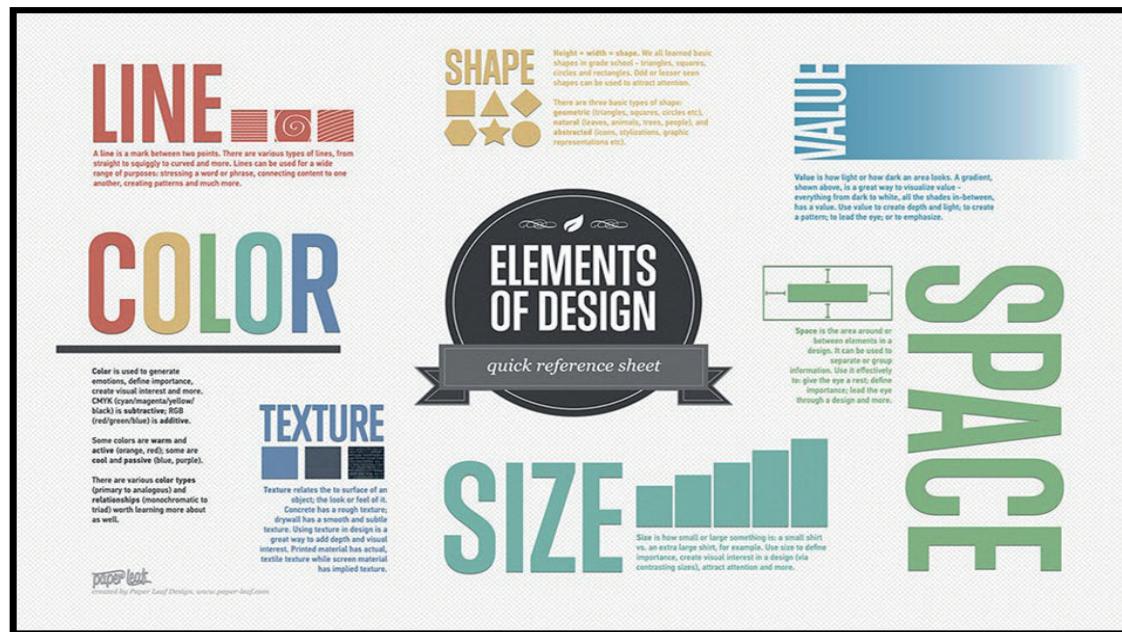


Figure 5.2: Seven elements of graphic design

The seven basic elements of Graphic design

1. Colour

The modern colour wheel consists of three primary colours -- red, yellow, and blue -- which can theoretically be mixed in varying ratios to produce secondary and intermediate colours. Figure 5.3 gives you an idea of how Newton's colour wheel appeared. The colour may even be the most important element of a design, because it offers the most powerful visual impact at a single glance.

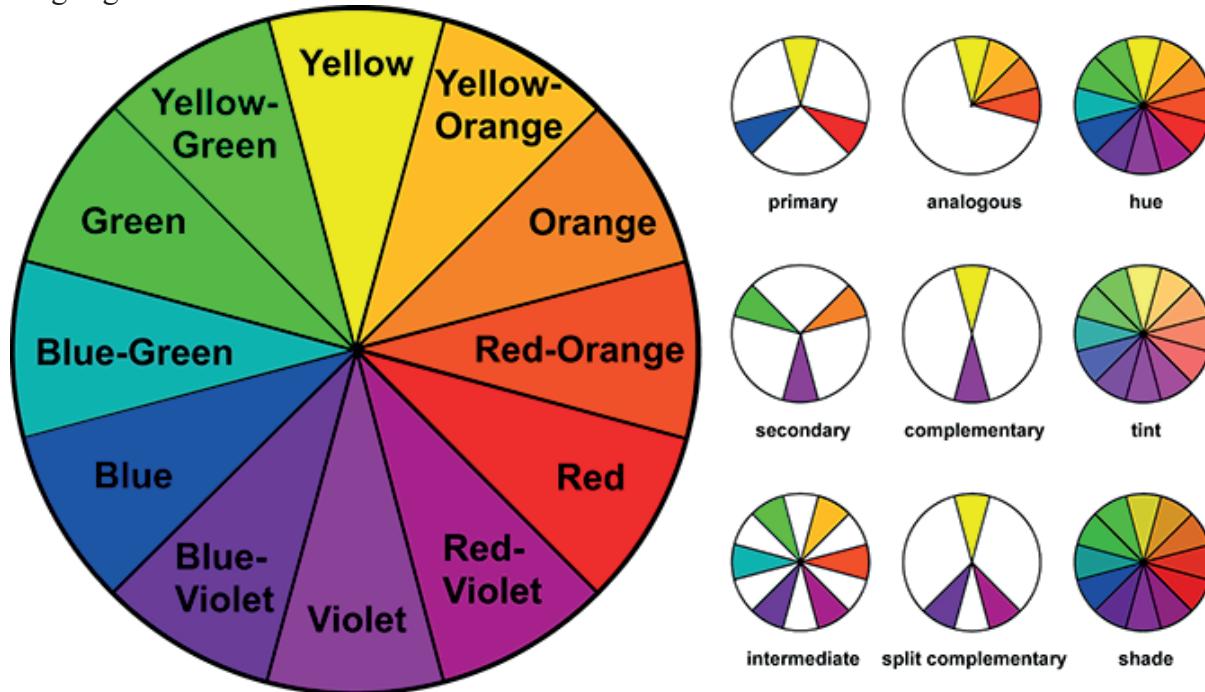


Figure 5.3: The colour wheel

2. Value

Value is closely related to colour, because value is more general and represents how dark or light a colour is. The concentration of colour is called '*intensity*'. Value is used to describe the concentration of a colour.

3. Line

Lines are more than just dividers -- the right lines can convey movement and emotion, tying together your composition and making it look polished and professional.

4. Scale

The scale of different elements in a design will have a big impact on how the audience views and makes sense of a composition. Playing with the relative size of different components in your design allows you to set a focal point, highlight areas of importance, and ultimately guide viewers' eyes through the piece. *Scale* isn't quite the same thing as *size* (though many people tend to incorrectly use them interchangeably when discussing design, i.e., "Make the logo bigger!"). Size refers to an absolute measurement (e.g., the sheet of paper 8" by 11") while scale refers to the direct relationship between elements in a design (e.g., the circle is twice as big as the square).

5. Shape

Shapes: they're not just for pre-schoolers. A shape can be loosely explained as anything defined by boundaries. There are two categories of shapes to consider:

Geometric shapes (Figure 5.4), which are defined by perfect, uniform proportions (such as a circle, square, triangle), and **organic shapes**, which have less well-defined edges, free-flowing proportions, and essentially no rules (such as wiggly, blob-like things that don't fit into any real category).

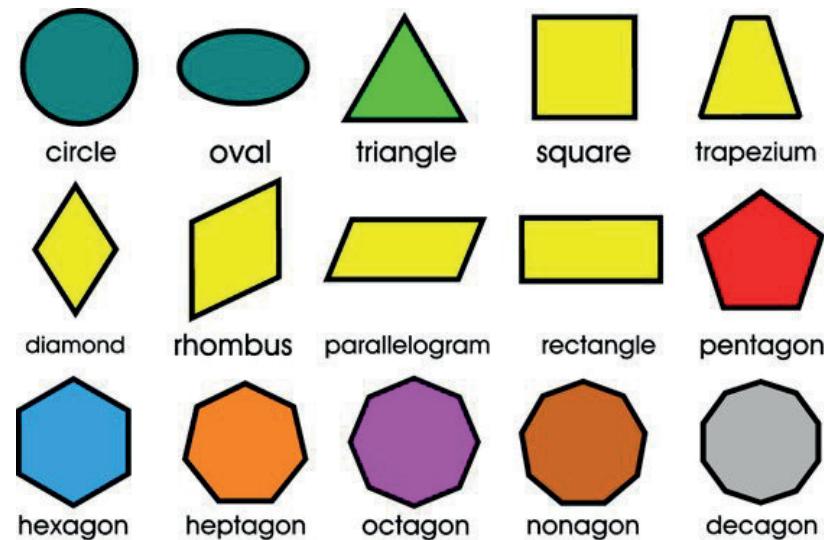


Figure 5.4: Geometric Shapes

6. Space

Space is exactly what it sounds like: the empty areas between elements in your design. When it comes to creating professional-looking designs on your own, sometimes what you *don't* include is just as important as what you do.

When working on a design, consider not only the elements you're including (such as images and text) but how they're arranged and grouped in the composition. It can be tempting to fill every inch of your digital canvas with something, but try to give your elements some room to breathe.

7. Contrast

Contrast refers to the juxtaposition of elements that strongly differ (big vs. small, light vs. dark, etc.) to create visual interest or draw attention to particular elements. Without contrast, our designs aren't just dull or boring to look at, they're also difficult to understand. A lack of contrast is often what separates mediocre design work from designs that look professional, polished, and clear.

Study **Figure 5.4** to find out the use of principles of design.

Figure 5.4: A coloured poster



Design your poster

Posters are commonly used to advertise information for a specific purpose. Sometimes letters might not work alone to communicate a desired message. They always combine lettering with an image (illustration). Illustrations are images that support or supplement the visual image in graphic design. We often see that in newspapers and magazines.

Activity 5.2 Poster making

1. Search for graphic design works in old newspapers and magazines.
2. Study the use of letter fonts and illustrations to design your poster informing your village community about the dangers of Corona Virus.
3. Make use of colours that are eye catching.

Summary

In this chapter you have learned to:

1. explain the term graphic design and its terminologies.
2. formulate letters into letter fonts.
3. use letter fonts, illustrations and colour to effectively communicate a graphic message.
4. relate the knowledge acquired to the careers and post school pathways of graphic designer.

Lesson Six

Theme: Decorative Arts

Topic: Multi Media Collage

After reading this chapter and practicing its activities, you will be able to creatively use found materials from the surrounding environment to make articles for decorative purposes through:

1. Understanding the natural environment and how it influences the work of art and the community
2. Integration of the traditional and contemporary art elements to create decorative art works.
3. Applying knowledge and skills to appreciate the making of decorative art using the natural environment to preserve cultural heritage.

Words you will learn:

- Decorative art
- Mosaic

You will need:

found objects, adhesives, cutting tools, paints, stitches, needles, pins and threads

Introduction

The art of decorating articles or built environment is what we refer to as decorative art. This type of **art** has been around for centuries, and it typically involves making items that are not only attractive, but useful as well. In many instances, **crafts** are generally made from raw natural materials.

Decorative art techniques include painting, drawing, printing, sticking, carving, cutting, etching, folding, staining, stamping or stitching.

Decorative art may be applied to walls, furniture, or any other object. Figure 6.1 shows an example of decorative arts.

Decorative art making techniques

Decorative art is a craft making technique which may be done as an original work or on a surface of another artwork. There are other methods of making decorative arts but in this chapter you are going to learn about multi-media collage. Can you identify a decorative artwork in your home? If



Figure 6.1: Multimedia Collage

there is none, this is an opportunity to create one and enhance the beauty of your home through collage.

Collage

The art of collage originates from an idea of gluing or pasting. When you paste or glue different materials to come up with the same work is what referred to as multi-media collage. Collage techniques include:

Overlapping-pasting or gluing a second layer of material over a first so that parts of the first layers are exposed while other parts are not. (For example, a cloth or paper on top of another material)

Gradation-the subtle shifts in elements of art used in design for example, the use of tones of a colour from dark to light.

Process: you have to spare ample time to do multi- media collage. Materials are collected from the environment as you sort their usefulness based on material, colour and texture.

Activity 6.1 Making multi- media collage

1. Collect materials of different nature from to your environment to make collage work.
2. Sketch what you intend to do as your composition of decoration in your art book.
3. Get a hard surface to work as your base and trace your composition
4. Using the technique of your choice, create a multi –media collage. See that all of the edges are well stuck; avoid glue or paint to go where they are not needed.
5. Keep flat and in dry place, pinned to a flat surface, and allow drying before you exhibit it.

Summary

In this chapter you have learned to:

1. Explain the term multi-media collage
2. Follow stages for creating a decorative craft
3. Use techniques to further develop your skill in creating a decorative craft.
4. Apply your knowledge and understanding to speak and write effectively about decorative art.

Term 2

Lesson 7

Theme: Textile Decoration and Printmaking

Topic: Introduction to Fabric decoration and Printmaking

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

1. explore various traditional and contemporary techniques of printmaking.
2. apply and document the process of print making.
3. explain the idea of printmaking as a method of surface decoration.

Words you will learn:

- | | | |
|---|--|---|
| <ul style="list-style-type: none"> • Print making • Surface decoration • Pattern | <ul style="list-style-type: none"> • Motif • Block • Impression | <ul style="list-style-type: none"> • Plate • Matrix • Mono-print |
|---|--|---|

You will need:

cutting tools, printing colour, printing ink, paper, object to be cut

Introduction

Fabric decoration and Print Making designing is a process that is used to make images desired for decorating a surface. Motif designing is one of the processes in printmaking. Print making is used to produce various similar images. Each image produced is considered to be an original piece which can be transferred to a different surface to decorate a surface.

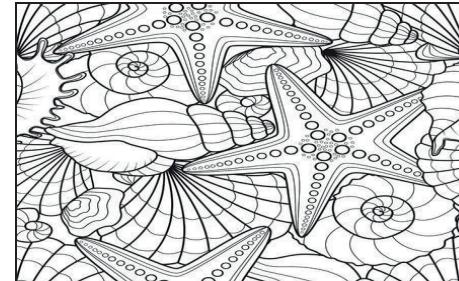
Exploring motif making

Patterns which are used to decorate a surface are called **motifs**. A motif may be made from either natural or man-made materials. The natural materials include vegetables, wood, metal and stone. Man-made materials include paper, plastics, fabrics, and linoleum. Some of the materials can be used in their original form while others must be manipulated. There are several methods applied in **printmaking** based on the materials used, for example, block printing, stencil printing and screen printing. The surface on which the ink or paint is applied is called the block, plate or a matrix. In order to print, you must have gone through a process of making patterns.

Activity 7.1: Inspirations for Motifs designing

1. Study the patterns of motifs in figure 7.1.
2. What are the possible sources of images in the motifs?
3. Suggest ways of improving the patterns of the motif.

Figure 7.1: Inspirations for a motif designing



Print making

Today printmaking has evolved to include four main processes. These include relief, incised, planographic and serigraphy. In this chapter you will study relief and incised processes only.

Relief printing: is a method applied to create decorations from an elevated surface. Incised printing is when the material is cut to create an impression.

Patterns from nature

You need to have an interesting idea to print. Your natural environment is a source of ideas for design creation. You may be interested to portray shapes, texture or colour of an object on a surface; sometimes paper or cloth. You will have to design prints in a simplified manner and re-arrange its appearance to suit your pattern.

You will practice a process of design creation and the steps of transferring your design to the intended surface. The process will require you to make use of your natural environment as a source of inspiration.

You need to pick an object and portray its natural forms using lines. Your observation will creatively reveal the patterns making a composition of your taste. Study Figure 7.2 for your inspiration.



Figure 7.2: Motifs from natural object

Figure 7.3 shows how a print was got from a leaf. You can make several interesting prints to decorate a surface using your own motif. Do activity 1.2 to practice relief printing.



Figure 7.3: A motif and a print

Creating images/patterns for Print Making and Fabric decoration

Activity 7.2: Motif making from nature

1. Move around your home environment and identify natural objects with interesting features such as shape, lines, or texture.
2. Where you miss ink, crush flowers or leaves to prepare your local ink.
3. Attracted by any of the elements mentioned in number 1, use the object with interesting features to register a print on a clean sheet of paper.
4. Make several repeats creating a desired pattern.
5. Display your work to people at home and discuss your success and challenges.

Summary

In this chapter you have learned to:

1. explore various traditional and contemporary techniques of printmaking
2. follow the process of print making.
3. explain the idea of printmaking as a method of surface decoration.

Lesson 8

Theme: Three Dimensional Art Making

Topic: Introduction to Pottery

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

1. use local materials suitable for making a three dimensional earthen ware that serves a purpose. You will:
2. research on the creative use of natural resources.
3. discover that the production and presentation of artworks can affect the environment, so that you apply responsible practices.
4. adapt African styles into own artworks.

Words you will learn:

clay, three dimensions, two dimensions, sculpture, earthen ware

You will need:

sketch pad, pencils, clay, clay tools, hard board, computer with internet access

Introduction

Artworks or objects that can be viewed from all round is what we call **three-dimensional art**. Pottery is one of the craft that fall under three-dimensional arts. Three-dimensional artworks can be viewed all round-in three dimensions of length, width and height or depth. In this chapter you are going to learn how to creatively use clay to make pottery products.

Discovering Clay Material

Clay is the most common and cheap material to use. Clay is part of the soil, is made workable with water, dried by air and is made durable with fire. Clay is a natural resource used by people to make earthen wares for example, pots for various uses, cups, plates, etc. Have you ever known where clay is found? Can you try other soils to find out how it can be used as a natural resource for making earthen- ware?



Figure 8.1: Pinch pots

Clay Methods

There are three common methods to creating basic clay products: Carve, coil and slab. The technique of **pinch** is used to easily form a shape. **Slab** is a method of rolling pieces of clay flat, joining the pieces to form a shape. **Coiling** is where clay is rolled into long, smooth snakes which are joined together in layers to build up a form. **Carving** is referred to where tools are used to cut out shapes. In this exercise you are going to start with the technique of pinching to create a pinch pot.

Making a pinch pot

Pinch pots are used for different purposes. Figure 8.2 shows pinch pots being used in different ways.



Figure: 8.2: Examples of pinch pots serving different purposes

Can you think of making pinch pots to serve a community problem? The size, shape and decorations they all depend on the artist. In fact, the beauty of the pinch pot technique is that the only limiting factor is your imagination. Let's follow the process of making one.

1. Clay preparation

Clay got straight from the ground need to be prepared to be used for a given work. The clay will need to be prepared, sieved to remove unwanted material such as stones, twigs, and roots. Cleaning can be done either of two ways. The clay can be crushed when dry and then sieved, or dried, slaked down in water, then sieved. You can also use fingers to feel any hard object in small bits.

2. Forming a pinch pot

Begin by forming a lump of clay into a smooth sphere that fits the size of the hand or less, and stick your thumb in the centre, making a hole half-way to the bottom. Then apply pressure with your fingers on the outside and thumb on the inside, creating a rounded bowl shape. This method is similar to the way some people eat food traditionally. (See Figure 6.3). While revolving the ball in one hand, press the walls out evenly with the thumb into the inside and the fingers on the outside. Smooth the surface with a damp sponge.

3. Decorating

Decorating an art work is an influence of the people's environment and their culture. This develops peoples' creative mind by making various surface decorations. Did you observe

the difference in surface decorations of pinch pots in figure 6.2? It is therefore very important to preserve our environment as a source of raw materials and inspiration for art making. You should learn to responsibly make use of the environment in the making of artworks to preserve it.



Figure 8.3: Stages of forming a pinch pot

Activity: Making a Pinch Pot

1. Roll the kneaded clay into a ball
2. Use your thumb to create a hole in the centre of the ball
3. Use your thumb and fingers to pinch the clay from the centre hole outwards to form walls of the pot
4. Decorate your pot by making marks in clay inspired by the natural environment
5. Once you finish, let your pinch pot air dry

Summary

In this chapter you have learned to:

1. use clay and any suitable local soils to make a clay product.
2. make responsible use of the environment in the making of artworks to preserve the environment.
3. familiarize African styles into own artworks.

Lesson 9

Theme: Integrated Craft Projects

Topic: Crafts from the Natural Environment: Basketry 1

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

1. make baskets as functional crafts basing on your environment and cultural setting.
2. discover that your natural environment contributes to the making of basketry to as a fiber art
3. use your natural environment to make utilitarian crafts based on elements and principles of art.
4. apply knowledge and skill from other chapters to compliment your development in basket making.

Words you will learn:

fibre, basketry, utilitarian, social well-being

You will need:

Sketch pad/note book, Pencils, Cutting tools, raw fibres
(If possible a Computer with internet access)

Introduction

In Uganda almost every home has a woven object made out of natural fibres. Baskets are some of the woven objects made out of the natural fibres. Baskets are culturally made and used for a variety of different purposes ranging from carrying harvested crops from the fields, taking goods to the market, and also for storage. What other artworks in your locality is made out of natural fibres?

The art of making baskets is called basketry. Baskets are made of natural fibres got from the environment. A fibre is a material that can be produced in lengths or strands. They are natural fibres produced by plants which are used by weaving. In your community do you make baskets? Have you ever seen how baskets are made? What materials in your area are used as fibres for basket making? Study **Figure 9.1** to trace some baskets that resemble what is done in your area.



Figure 9.1: Various types of African baskets

Activity 9.1 Discovering fibre arts

Study figure 9.1 and do activity 9.1

1. List the materials that you think were used to make objects in the figure.
2. Mention three crafts seen in the photograph and their purpose in daily life
3. Apart from the baskets, what other contribution is made by the natural environment to the social well-being of people?
4. What shows that these crafts are made of African people?

Weaving techniques

African woven artworks, for example, baskets are usually made of different materials like grass, vines, leaves, raffia, papyrus etc. The techniques used are often quite complex and are similar to the methods used in textile weaving. Baskets are made to serve a variety of different purposes. What are baskets used for in your community? What other artworks apart from baskets in your locality are made out of natural fibres? Observe the patterns in Figure 9.2 and identify the objects from which they were got.

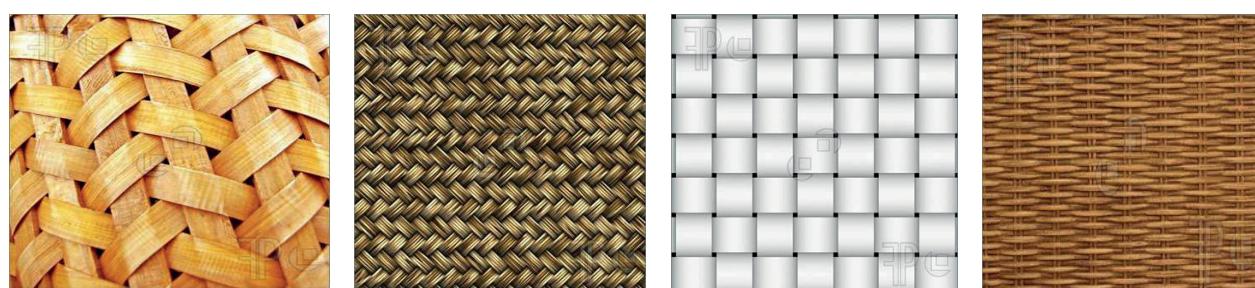


Figure 9.2: Images showing weaving techniques

Making a woven craft requires you to learn basic techniques. The production processes referred to as a technique will be determined by the nature of the object intended to make, materials available, and tools. There are four major techniques used in many of the woven crafts. These include: Coiling, plaiting, twilling and Wicker or rand or cross or chequer board. These are explained below.

A. Coiling

Coiling is more like sewing. Coiling begins at the center of a basket and grows upon itself in spiral rounds, each attached to the round before. These strands are single pieces of plant fiber that have been trimmed to a uniform size.

**B. Plaiting**

In plaiting, or checker work, two elements are woven over and under each other at right angles. Twilled weave is much the same, except that the weft (horizontal) materials are intertwined.

**C. Wicker**

In wicker the basket- maker weaves the weft material over under a stiff foundation or warp of rods or bundles of fiber.

**D. Twining**

Twined work begins with a foundation of rigid elements, or warp rods—very often whole plant shoots—around which two, and sometimes three or four, weft elements are woven. The action is repeated again and again.



Making a basket requires you to learn basic techniques. The production processes referred to as a **technique** will be determined by the nature of the object intended to make, materials available, and tools. There are four major techniques used in many of the woven crafts. Study figure 6.5 to learn more the weaving techniques.

Patterning can be in the form of decorative bands or geometric shapes; lozenges, triangles, diamonds, star or flower shapes, zigzags, swirls or chequerboard motifs. The design of the pattern can be emphasized by the use of different contrasting colours or the fibre can be left in its natural state producing lovely textural effects.

Study **Figure 9.3** to find out patterns. What reflects African context and influences in the crafts shown?



Figure 9.3: Patterns on baskets

Remember; Size, shape and features of the basket are determined by the end usage.

Activity 9.2: Making woven articles

1. Design a small basket using any of the weaving technique preferred based on African cultural elements
2. Apply environmentally responsible practices not to affect the environment
3. Explore possibilities of selling the products and write a report of your findings

Keeping the working environment clean

The preparation and use of materials from the environment is not a clean job. In many instances preparation of materials leaves many unwanted parts littered all over the place. The practice of cleaning the working places keeps germs and diseases away from us and also shows values of living in healthy and safe places.

Summary

In this topic you have learned to:

1. make use of your natural environment to make a basket that serves a purpose.
2. follow the stages for making utilitarian artworks using materials from the natural environment based on the African cultural context.
3. apply your knowledge of preserving the natural environment in the making and presenting of artworks.

Term Three

Lesson Ten

Theme: Integrated Craft Projects

Topic: Crafts from the Natural Environment: Basketry 2

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

1. make various functional baskets basing on elements and principles of art.
2. discover that your natural environment contributes to the people wellbeing.
3. use the natural environment based on the African cultural elements to make utilitarian artworks.
4. apply your knowledge of preserving the natural environment in the making and presenting of artworks.

Words you will learn:

fiber, basketry, utilitarian, social wellbeing

You will need:

sketch pad/note book, pencils, cutting tools, raw fibres. (*If possible a computer with internet access*)

Introduction

Weaving is not only used to make baskets, it is also used in the making of other objects such as mats, containers, stools and even shields. This shows the creativity of people when it comes to creating items for everyday use which end up becoming pieces of art. This shows the high level of craftsmanship involved in the design and creation. All things used at home made of the natural environment are part of a very long tradition. It is wonderful to learn weaving as a tradition that you should carry on. It can be a symbol of your identity.

To do basketry as a craft you need to prepare the materials for use prior to the activity. Your environment has a lot of materials that you can adopt to make baskets. Your creativity will be required to maximize the potential of your environment; Figure 10.1 shows some of the materials you will prepare to make baskets.



Figure 10.1: Local materials from the natural environment

Activity 10.1 Preparing materials from the natural environment

1. Search your local environment to find out materials that can be used for basketry.
2. Select the material suitable for your project.
3. Explore possibilities of adapting the selected material and take notes.
4. Find out material strength and weaknesses.

Process in basket making

There several stages of making a basket. This process has six stages intended to develop your ability in craft-making. You will remember that basket making follows the application of elements and principles of art. The process is as follows:

1. Preparing the materials at your disposal
Every part of the country has different materials according to its geographical setting. You need to appreciate what the environment can offer as materials to use for basket making.
2. Selecting the topic or theme
Simple objects like kitchen baskets. Do these using different designs, and make changes from one drawing to the other. In general, you have to identify a need in the kitchen that requires a solution. This is always called a community/society problem.
3. Selecting the materials
Select materials you wish to use. Materials for weaving may have a flat or round cross-section and therefore create different appearances when used.
4. Create the design
Each material is different. You should make a sample weave in the material you are using before beginning the actual work.
5. Refine the process
This is a stage of making adjustments or correcting errors while you are weaving. Take care of ensuring whether materials were properly cut to a uniform width of suitable lengths. If you are using colour, ensure that all coloured materials are sufficient in quantity to evenly be distributed as by the plan.
6. Finish
You need to learn to always have a quality finish on your products. Untidy objects will always attract viewers' negative responses. However, be cautious of the decorations because if you overdo it will shadow the weaving skill, the core technique required. Sometimes plain weave is elegant enough to make your basket presentable. Figure 10.2 is an example for you to study a non-decorated basket.



Figure 10.2: Plain coil basket

Activity 10.2 weaving a basket

1. Prepare materials that can suit your basket making
2. Use an indigenous fibre such as papyrus, coconut, banana fibre to create a unique three-dimensional basket.
3. Consider the following:
 - a. availability of the resources: location, quantity
 - b. cost: inputs for preparation
 - c. durability: how long the material can last in its raw and designed form
 - d. workability: for ease of use, design possibilities

Summary

In this topic you have learned to:

1. make use of your natural environment to make baskets.
2. follow the stages for creating your own woven basket.
3. apply your knowledge of and understanding to speak and responding to basketry as a craft.

Lesson 11

Theme: Art Theory

Topic: Ancient Egyptian Art

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

1. examine aspects of Ancient Egyptian art.
2. evaluate the elements and principles in the artwork of Ancient Egypt.
3. examine art forms from ancient Egypt and identify their social and cultural value.
4. examine the social, technological and cultural development in ancient Egypt.

Words you will learn:

Neolithic era, Egyptian art, sphinx, pharaoh

You will need:

a notebook, sketch pad, pencil, access to the Internet (where possible)

Introduction

In the previous chapters, you have experimented with different forms of art by creating artworks while using different materials. But do you know that such art skills have been practiced by different people in different generations? Art reflects people's way of life (*social, economic and political*). In this topic you are going to learn about the ancient periods of Egypt, how people lived and their art they made.

Finding about Ancient Egypt

It is estimated that the ancient Egyptians lived long ago after **Neolithic era**. Neolithic means "New Stone Age" and the era saw much advancement in the technologies used by humankind. Early Egyptians lived on the banks of the Nile, or beside canals leading from it. The rich fertile soil of the Nile valley gave birth to the Egyptian civilization which began over 5,000 years ago and lasted for more than 3,000 years. The annual flooding of the Nile made the surrounding soil highly productive, and the people of Egypt grew rich. The nearby Nile areas were called 'black land' because of the rich dark silt on which the farmers grew their crops. Without this soil fertility, there would have been no civilization in Egypt. Up to modern times, the pattern of life in Egypt for the majority of the population has depended on the exploitation of its fertile agricultural resources.

The Nile flood began the year for the Egyptian farmer when the rising waters increased the river. When the Nile waters subsided the farmers got to work, sowing barley and wheat. The Nile and farming activities were a source of invention of tools and equipment to use in farming, food storage, housing and transport. People invented farming tools, harvesting equipment like the winnowing fan and canoes for transport.

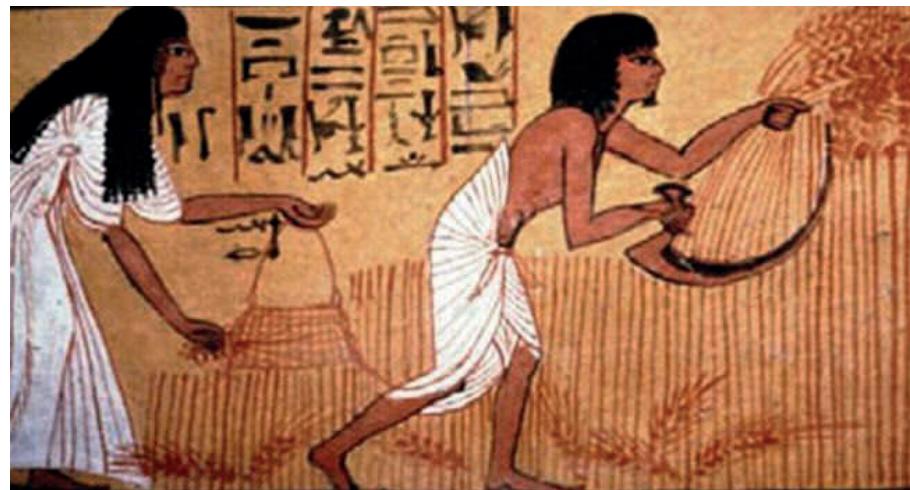


Figure 11.1: Ancient Egyptian farmers

Activity 11.1: Responding to ancient Egypt farming

Observe the painting in **Figure 11.1** and answer the following:

1. What activity do you observe in the painting?
2. What factors influenced the activity to blossom?
3. Name the factors that influenced the life of ancient Egyptians and how was it portrayed artistically?

Ancient Egyptian Art

Ancient Egyptians invented farming tools, harvesting equipment like the winnowing fan and canoes for transport. They also made sculptures to represent the great rulers as they succeeded the periods of rule. These statues have different symbols on them according to how people believed of their ruler.

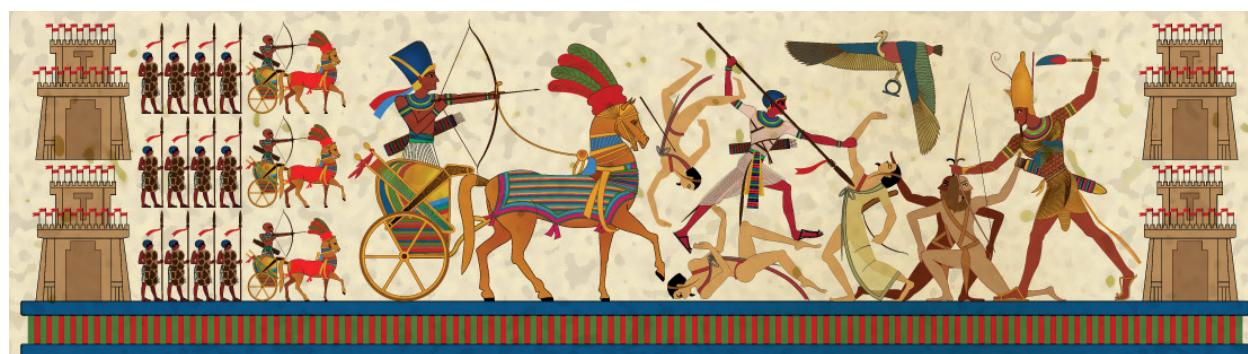


Figure 11.2: Ancient Egyptian Pharaoh with his subjects

The rulers of ancient Egypt were called **pharaohs**, meaning ‘great house’. They had great power over the people and the land. For example, look at the Pharaoh at war in Figure 11.2.

They ruled with the help of officials called **viziers** who collected taxes and acted as judges. People believed that the pharaohs descended from the sun god, Re, and that they joined Re in the next world when they died.

Sculpture

The sculpture of the sphinx is one of the great works of ancient Egypt. The Egyptians saw the sphinx as a lion's body with the ruler's head. The lion was a creature of the sun god emphasizing the king as a son of god, Re. Sometimes sphinxes combine other elements such as the head and wings of a hawk symbolizing god, Horus. Ancient Egyptians worshipped many different gods and goddesses, many of them represented by animals which were turned into sculptures. See figure 11.3.



Figure 11.3: The image of Egyptian sphinx

Ancient Egyptian Architecture

The pharaohs, priests and the royals lived in well-built houses decorated with paintings and sculptures. The pharaohs were believed to be agents of god and when they died were buried in special tombs called **pyramids**. The pyramids probably took around 20 years to build. They were so big that they used to house all belongings of the pharaohs including their wives and servants who were buried with them. They believed that the dead pharaoh, being a god, still needed servants in another world.



Figure 11.4: Ancient Egyptian Pyramid

They used granite doors and false passages to discourage robbers from stealing the goods they buried with the pharaohs. However, by 1000 B.C all pyramids had been robbed of their precious contents.

Ancient Egyptian Paintings

The Egyptians were lovers of beauty and fashion. The goddess associated with adornment was ‘Hathor the golden’ who is seen as the ideal of beauty in love poetry of the time. Paintings reflected the activities of farming and harvest and those of kings and queens making offerings to their gods. People were represented with one side view, using papyrus and paint made from ground minerals.

Fashion and beauty were focused on putting attention to jewellery around the neck and black wigs. Many objects like combs, mirrors, and cosmetic holders have survived to show how important personal appearance was to them.



Figure 11.5: Ancient Egyptian Paintings

Activity 11.2: Responding to Ancient Egyptian painting

Do this activity in your notebook:

1. Examine the artworks in **Figure 11.5**.
2. Discuss what you understand and appreciate about the paintings.
3. Discuss the activities of both paintings and give reasons that might have influenced the making of both paintings.

Social Life and Technological Advancement

The Nile was the main highway to and out of Egypt. People made boats from papyrus and timber. The skill of ship building and sailing to far areas with small cargo to do trade was discovered. Grapes grown in the Nile delta were for wine-making. The Egyptian enjoyed life to the full. Party scenes on tomb walls, songs on papyri, and musical instruments is evidence of their social life. All these are monumental works of art.

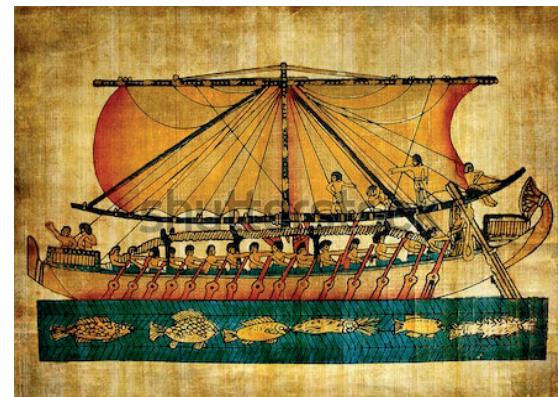


Figure 11.6: Ancient Egyptian boats

Activity 11.3: Responding to Ancient Egyptian technological and cultural development

Do this activity in your notebook:

1. Discuss how the ancient Egyptian social and cultural life made significant technological advancement.
2. How did the Nile boost the economic and technological innovations of the ancient Egyptians?

Summary

In this topic you have learned to:

- i) examine aspects of ancient Egyptian art.
- ii) evaluate the elements and principles in the artwork of ancient Egypt.
- iii) examine art forms from ancient Egypt and identify their social and cultural value.
- iv) examine the social, technological and cultural development in ancient Egypt.



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