

Fine Art and Crafts

For Rwanda Secondary Schools

Teacher's Guide

Senior 2

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Contents

<i>General Introduction to the New Curriculum</i>	v
<i>Section 1: Introductory sections to Teacher's Guide</i>	v
<i>Section 2: S.2 Fine Art and Crafts Content Map</i>	viii
<i>Section 3: Guidance to the teacher about how to use the Learner's Book</i>	xiv
<i>Section 4: Fine Art and Crafts Lesson plan</i>	xvi

Unit One: Still Life and Nature 1

Lesson one: Elements for drawing and painting	2
Procedure:	3
Procedure	5
Lesson three: Study of a landscape	6
Procedure	6
Lesson four: Human figure drawing.....	7
Procedure	8
Unit assessment answers.....	9

Unit Two: Motifs, Pattern and Design Process..... 11

Procedure	13
Lesson two: Printing by impression and by stamping.....	13
Procedure	14
Lesson three: Stencil printing	15
Procedure	15
Unit assessment answers.....	16

Unit Three: Letter Styles, Illustration and Design Process ... 17

Procedure	19
Lesson two: How to design a magazine cover.....	20
Procedure	21
Unit assessment answer	22

Unit Four: Methods of Modelling Clay Figures and Forms.... 23

Lesson one: Preparation of Clay and papier maché	24
Procedure	25
Lesson two: Making a mask using a mold.....	26
Procedure	27
Lesson three: Decorating clay surfaces	27
Procedure	28
Unit assessment answer	29

Unit Five: Weaving using basic local materials.....31

Lesson one: Weaving techniques 32
Procedure 33
Lesson two: How to design a table mat with raffia 33
Procedure 34
Unit assessment answer 35

Unit Six: Motifs and Pattern in Embroidery, Batik and Tie and Dye and Design Technology37

Lesson one: Making patterns for batik 38
Procedure 39
Procedure 41
Lesson three: Making patterns for tie and dye (stitchery) 41
Procedure 42
Unit assessment answer 43

Unit Seven: The Development of Art through different eras in the world..... 45

Lesson one: Modern art..... 46
Procedure 47
Lesson two: Abstract art 48
Procedure 49
Procedure 50
Unit assessment answer 51
Section 5: Extension work for brighter learners 53
Section 6: Remedial work 54
Section 7: Extension knowledge and ideas for teachers 54
References 56

General Introduction to the New Curriculum

Section 1: Introductory sections to Teacher's Guide

A. General guidance to teachers

Fine Art and crafts is a skill-based subject which greatly involve learners in practical work. The content for Senior Two is divided into seven Units with varying periods. These units require you to guide learners as they participate in the various activities. Learners will need your guidance in the following categories:

1. **Field work;** Learners have sessions where they are supposed to move out of class and study from their surroundings. During such sessions, guide learners on how to be observant, organised, respect their environment and keep discipline among themselves, their school and society.
2. **Group work;** Groups should be formed according to the class sizes, the teaching space, available materials and the nature of activity to be done. For small classes, you can afford small groups as compared to large classes. Try your best to mix learners with different learning abilities and gender as you form these groups. The composition of the groups should keep changing in order to give learners chance to interact and share with different members.
3. **Discussions;** Learners gain a lot from each other as they get involved in discussions, however, sometimes these can be chaotic without the teacher's guidance. The instructions should be made clear to the learners before discussions begin. For example in most of the activities learners are expected to display and discuss their works with fellow learners. In such instances, encourage learners to talk freely and respect each other's opinions.

4. **Experiments;** In most of the activities learners will participate in trying out different methods and techniques and find out results on their own. In such instances learners should be given enough support and guidance. Some of the experiments require learners to use their past experience as they develop skills in the different areas. For such cases use as many examples as time allows and encourage learners to be open and confident.

5. **Sharing of materials;** Materials play a very important role in developing learners' skills in fine art and crafts. Try to experiment with these materials first before introducing them to the learners in order to avoid possible embarrassments. Some of the materials require special attention by the learners in order to avoid accidents. Besides, guide learners as they share materials in order to discourage selfishness and extravagancy. Try as much as possible to use materials from the local environment and where you can substitute the suggested materials, it is fine as long as the results remain the same.

List of equipment needed for the subject:

Since the subject of fine art and crafts is a skill-based subject, it would be very difficult for one to teach without using materials and tools. The following materials are necessary for the success of the teaching and learning of fine art and crafts;

- | | | |
|--|---|---------------------------|
| • Papers of various makes, colours and sizes | • brushes | • wood glue |
| • pencils in various shades | • wax | • table knives |
| • pens | • waste papers | • containers |
| • rulers | • tables | • bowls |
| • coloured pencils | • found objects (e.g. stones and bottle tops) | • plates |
| • rubbers | • assorted objects from the environment | • polythene materials |
| • crayons | • tracing papers | • plastic containers |
| • charcoal | • carbon papers | • cotton cloth |
| • pastels | • letter sets | • dyes |
| • powder colours | • computer | • raffia or nylon threads |
| • poster colours | • clay | • heat sources |
| • water colours | • waste papers | • basins |
| • cutters | | • water |
| • printing ink | | |

In case some of the required materials are not available

You should research about the possible local materials from the surroundings that could be used as substitutes. In some instances there are materials which are common in some areas but rare in others. Study the Unit before and plan substitutes for such materials which are not available as suggested in the guide.

General guidance on assessment both formative and summative

There will be artworks done by both individuals and groups of learners. For the case of group activities, all participants share the mark or grade. All learners in a particular group should be actively involved in order to share the mark. For activities which involve stages, it would be a good idea to assess each stage and then sum up the different marks at the completion stage. A cumulative grade should be compiled for each learner's practical works (in form of portfolio) as part of continuous assessment. The marks/grades should be awarded according to what the learner can do. The teacher does this through observation of what the learner does as a design process and at the final stage of the artwork. For summative evaluation, learners should be assessed individually in order to judge their skills acquisition; this should be done by assessing the steps involved and the appearance of the final work.

Guidance on grading and reporting

The grading and reporting should follow the schools programme

Section 2: S.2 Fine Art and Crafts Content Map

	Unit 1 Still life and Nature	Unit 2 Motifs, pattern and design process
Number of periods	8	3
Introduction	Elements of drawing and painting. Drawing techniques and textural patterns. Colour application using dry and wet media. Study of landscapes. Human figure drawing from observation and imagination.	Making different motifs from inspirational sources. Applying motifs on surfaces in colours using different techniques.
Classroom organisation	Class involvement, followed by group and individual work.	Group work and individual work.
Materials and tools required	Papers, pencils, pens, coloured pencils, pastels, rubbers, crayons, powder colours, charcoal, water colours.	Papers, pencils, rulers, cutters, leaves, powder colours, printing ink, assorted objects from the environment.
Activities	The learners observe and identify materials and objects from the surroundings. Individually, learners practice with different drawing techniques with dry and media. Learners draw different objects from their surroundings. Learners draw from a landscape. Learners Individually draw the human figure from imagination and observation. Learners display their work and discuss it as a class.	In groups learners observe the objects in the surroundings and identify patterns. In pairs or individually, learners develop patterns. Learners print their patterns by stamping and stenciling. Learners display and discuss their works in class.

	Unit 3 Letter styles, illustration and design technology	Unit 4 Methods of modelling clay figures and forms
	3	6
	Aspects or elements of design. Different letter styles and patterns made with various tools and software applications to create a magazine cover.	Various ways of moulding different clay figures. Clay preparation. Techniques of decorating clay surfaces. Methods of creating masks. Using various techniques to decorate masks.
	Class orientation followed by group and individual activities.	Class orientation followed by Group work
	Pencils, rubbers, rulers, tracing papers, carbon papers, lettersets, computer, paper, poster colours, access to the Internet.	Clay, waste papers, wood glue, table knives, water, containers, bowls, polythen materials, plastic containers.
	<p>In groups learners observe letters and how they are used within the local area.</p> <p>Learners use a computer to identify different letter fonts and their names.</p> <p>Individually, learners construct words using letters of the upper case and lower case.</p> <p>In groups, learners design a magazine cover using illustrations, letters and colours of their choice.</p> <p>Learners display and discuss their artworks.</p>	<p>In groups learners prepare clay. Learners prepare papier maché.</p> <p>In groups, learners make their masks in papier maché, using a mold</p> <p>Learners display their artworks and discuss them as a whole class.</p>

	Unit 1 Still life and Nature	Unit 2 Motifs, pattern and design process
Competences practiced	Learners, <ul style="list-style-type: none"> • Draw objects picked from nature and still life using dry and wet media. • Draw and paints from a landscape • Draw a human figure from imagination 	Learners, <ul style="list-style-type: none"> • Appreciates patterns from nature. • Creates patterns using objects from nature. • Prints patterns on a given format using various techniques.
Language Practice	Learners participate in discussion about their artworks using the elements of art.	Learners share artistic words in design as they share ideas.
Vocabulary Acquisition	The elements and principles of art.	The elements and principles of art.
Numeracy	Learners count objects in a drawing composition.	Learners estimate the sizes of their motifs compared to the cloth.
Study Skills	Being able to draw and create, interpret picture and composition from observation and/or imagination. Confidence and self-expression.	Practice in pattern creation and printing.
Revision	Practice in drawing and painting regarding the use of elements and principles.	Assess the patterns created and the skill of printing images.
Assessments	Follow the elements and principles of art to assess the learners' artworks.	Learners are able to design patterns and print them on a given surface.
Learning Outcomes	Learners are able to draw and paint from nature and still life.	Learners are able to design patterns and print them on a given surface.

	Unit 3 Letter styles, illustration and design process	Unit 4 Methods of modelling clay figures and forms
	Learners, <ul style="list-style-type: none"> • Construct letters of different types. • Design a magazine cover. 	Learners, <ul style="list-style-type: none"> • Prepares clay • Prepares pappier maché • Designs a mask from a mold • Decorates a mask
	Learners practice with the technical words used in designing.	Learners participate in discussion of their work regarding the methods and techniques used.
	The elements and principles of design.	The elements and principles of art.
	Measurement of the lay out of the magazine cover.	Estimation of size.
	Designing magazine covers with different messages.	Creation of forms in clay and papier maché.
	Assess the layout, balance, neatness, message, lettering and colour use.	Decoration of art forms.
	Learners are able to design a magazine cover.	Creativity in the use of materials to make interesting works of art.
	Learners are able to design an advertising board.	Learners are able to prepare materials and use them to create masks.

S.2 Fine Art and Crafts Content Map (cont...)

	Unit 5 Weaving using basic local materials	
Number of periods	4	
Introduction	Motifs, pattern in embroidery, batik and tie and dye and design technology.	
Classroom organisation	Group and individual work.	
Materials and tools required	Raffia, cutters, papers, pencils, banana stalks, books, weaving needles.	
Activities	In groups, learners observe and discuss different objects made by use of raffia. They prepare raffia for weaving. Learners individually experiment with different weaving techniques. Learners weave a table mat from raffia. As a class, learners display and discuss their artworks.	
Competences practiced	Learners, <ul style="list-style-type: none"> • Prepare raffia for weaving, • Make different weaves, • Weave table mats using raffia. 	
Language practice	Learners discuss their artworks.	
Vocabulary Acquisition	Learners practice with the technical words used in weaving.	

	Unit 6	Unit 7
	Motifs and pattern in embroidery, batik and tie and dye and design technology.	The development of art through different eras in the world.
	6	6
	Materials and tools for tie and dye and batik. Patterns of embroidery on fabrics. Creating designs in batik. Making patterns on fabric using different techniques of tie and dye and design technology.	Introduction to ancient and modern art. World renowned art sites of Altamiira and Lescaux. World renowned artists during the renaissance and modern art.
	Classroom orientation and group work.	Groups and individual work.
	Cloth , water, dyes, raffia or nylon threads, paper, cutters, pencils, heat source, basin, brushes, wax, waste papers, tables, found objects (e.g. stones and bottle tops).	Papers, pens, pencils, rubbers, coloured pencils, powder colours, poster colours, School library, Internet access.
	In groups, learners discuss where and how fabric designs are used in their surroundings. Learners identify tie and dye patterns in fabrics. In small groups or pairs, learners practice with the different methods of making tie and dye articles. In groups learners make batik articles. As a class learners display and discuss their artworks.	As a class activity, learners discuss the beginnings of art making in Africa and Europe. In groups learners discuss the works of renowned artists in the renaissance and modern art. Individually, learners create own works inspired by the styles of the renowned artists.
	Learners, <ul style="list-style-type: none"> • Prepares a fabric for batik and tie and dye. • Makes patterns for tie and dye. • Makes patterns for batik. 	Learners, <ul style="list-style-type: none"> • Makes own artworks inspired by the works of the renowned artists.
	Learners share ideas as they work with patterns in tie and dye and batik.	Learners discuss and debate about artworks of renowned artists.
	Learners share ideas as they make batik and tie and dye.	Learners practice with the elements and principles of art as they discuss artworks.

	Unit 5	
Numeracy	Estimating the sizes the different weaves for the table mat.	
Study Skills	Conducting research and field visits.	
Revision	The steps followed in making articles from raffia. Finishing the raffia articles.	
Assessments	Consider finger dexterity, colour, pattern and the finishing of the articles.	
Learning Outcomes	Learners are able to; <ul style="list-style-type: none"> • Weave baskets using raffia. • Make different weave styles using local materials. 	

Section 3: Guidance to the teacher about how to use the Learner's Book

The Learner's Book is divided into seven units, packed with activities. Some of these activities demand for the learners' reflection on their past experience and observation. The rest of the activities engage learners in experimentation with materials to produce artworks. This requires your guidance regarding provision of the necessary materials and how to carry out the practical work. A detailed description of how the units will be conducted is presented below:

	Unit 6	Unit 7
	Taking measurements of the cloth and estimating the required dyes compared to the size of the cloth.	
	Sharing of opinions with fellow learners through discussions.	Discovery of new ideas through research. Interpretation of images in a given work of art.
	Review of the different techniques used in tie and dye and batik.	The styles, materials and tools used and the subject matter of the artworks of renowned artists.
	The nature of the patterns formed, regarding the flow/consistence. The skills in the use of materials and the neatness of the work produced.	Consider the learners ability to interpret the works of the renowned artists as well as ability to create own works with inspiration from these works.
	Learners are able to; <ul style="list-style-type: none"> • Make patterns through batik and tie and dye. • Identify natural patterns from the natural environment and use them to develop their own. 	Learners are able to; <ul style="list-style-type: none"> • Appreciate the works of the renowned artists in the world. • Trace the beginnings of art in Europe. • Design own works with inspiration from the styles of renowned artists in the world.

Section 4: Fine Art and Crafts Lesson plan

Term	Date	Subject	Class	Unit No.	Lesson No.	Duration	Class size
	14/06/2017	Art and Craft	S2	1 of 1	1 of 1	40 mins	48
Type of Special Educational Needs and number of learners				one blind student			
Unit title		Still life and Nature.					
Key Unit Competence:		To be able to make drawings of still life and nature interpreting various elements, colours and principles by exploring with different materials , tools and colour.					
Title of the lesson		The principle of perspective.					
Instructional Objectives with 5 components		<p>The teachers should help, learners to:</p> <ul style="list-style-type: none"> • Explain the principle of perspective, Identify the eye level and the vanishing points in a perspective drawing, Draw objects while following the principle of perspective by using different drawing tools. 					
Plan for this Class (location: in / outside)		<p>Inside and out of class:</p> <p>Learners should be taken outside the classroom to study the effect of perspective on different objects. They return to the class room when they are going to draw following their observation.</p>					
Learning Materials (for all learners)		Pencils, rulers, rubbers and paper.					
Reference		(Fine art and crafts Syllabus for ordinary level S.1 – S.3. Kigali 2015, page 4)					

Steps and Timing	Description of teaching and learning activity		Competences and Cross-Cutting Issues to be addressed
	Teacher's activities	Learners' activities	
Step 1: Introduction (10 minutes)	<ul style="list-style-type: none"> Review the previous lesson by asking questions about the study of objects from nature in line with the elements of art (3 minutes). Introduce learners to the concept of perspective as they observe different objects out of class (7 minutes). 	Pre lesson activity: <ul style="list-style-type: none"> Learners answer questions. Learners describe the behavior of objects with distance (perspective) as they observe different objects from nature. Observe the landscape and discuss the relationship between near and far objects. 	Learners; <ul style="list-style-type: none"> Use observation skills and describes the nature of objects according to perspective. Discusses with others. Develop confidence. Appreciate nature.
Step 2 Lesson Development (20 minutes)	<ul style="list-style-type: none"> Take learners back to class and divide them into groups. Guide learners through studies of landscape from their school environment. 	Lesson activities: <ul style="list-style-type: none"> Learners identify the components of perspective pictorially. Learners observe how lines are used in relation to shapes and colour to achieve perspective. Learners discuss the relationship between what was observed out of class and the drawings in the learner's book. 	Learners; <ul style="list-style-type: none"> Uses observation skills and describes the nature of objects according to perspective. Interpret pictures according to the principle of perspective. Develop confidence.

	<ul style="list-style-type: none"> • Introduce learners to the concept of the eye-level and vanishing point. • Explain the concept of linear perspective. 	<ul style="list-style-type: none"> • Interprets the lines of perspective and the vanishing point in the drawings shown. 	<p>The learner develops observation skills and confidence.</p>
	<ul style="list-style-type: none"> • Gives out materials • Guides learners on how to use rulers to draw while following perspective by going through Activity 14. • Guide learners to draw the classroom block from outside. 	<ul style="list-style-type: none"> • Draws boxes following lines of perspective and the vanishing point. • Uses lines to draw the classroom block following perspective. 	<p>The learner develops manipulative skills as he/she experiments with materials.</p>
<p>Step 3</p> <p>Conclusion/ summary/ Assessment</p> <p>(10 minutes)</p>	<ul style="list-style-type: none"> • Guides learners how to display their works. • Discuss learners work regarding the principle of perspective. 	<ul style="list-style-type: none"> • Display their works in the space available. • Discuss their work regarding lines of perspective; the eye-level and vanishing point. 	<p>Learners respect each other's opinions.</p>
<p>Teacher self-evaluation</p>	<ul style="list-style-type: none"> • Assess whether the planned objectives were achieved. • Critiques him/herself, regarding the factors that led to the success or failure of the lesson • Indicate the areas that need improvement 		



Unit One

Still Life and Nature

Refer to pages 1-25 (Learner's Book)

Learning objectives:

By the end of this Unit, the learner should be able to;

- Draw and paint objects from observation and/ or imagination by manipulation of different materials and tools, and following the principles of art.
- Respect opinions of others about his/ her artwork without regards to gender, age and other inclinations.

(Refer to the Fine Art and Crafts Syllabus for Ordinary level S1 – S3: Kigali 2015, page 12)

Unit: Competence:

Learners;

Make drawings of still life and nature interpreting various elements, colours and principles by exploring with different tools, materials and colour.

Content:

- Elements for drawing and painting.
- Working with dry and wet media in drawing and painting.
- Study of a landscape.
- Human figure drawing.

Number of periods: 8

Topics and timing:

This Unit consists of four topics, each of which to be conducted in two periods of 40 minutes each. The topics include:

- Elements for drawing and painting.
- Working with dry and wet media in drawing and painting.
- Study of a landscape.
- Human figure drawing.

Suggested ways of teaching this Unit

Lesson one: Elements for drawing and painting

Suggested number of periods: 2

Competences:

Learners;

- Describe different materials and tools for drawing and painting.
- Identify the drawing and painting materials from the surroundings.
- Discuss the application of different elements of art in a drawing.
- Describe the effect of different materials on paper.

Materials required

Get these materials for learners;

- Pencils in different shades
- Paper in different types and sizes

- Coloured pencils
- Crayons
- Pastels
- Charcoal
- Chalk
- Brushes
- Powder colours
- Cutters
- Any other materials from the surroundings that can be used for drawing and painting.

Methods

The following methods could be used

- Brainstorming
- Discussion
- Guided discovery
- Experimentation.

Procedure:

Pre-lesson activity

- Guide learners as they form small groups. In their groups, let learners visit their surroundings .
- Guide learners as they work out activity 1 in the learner's book page 2.
- Take learners through activity 1 in the learners' book. Let learners improve on their observation skills by doing activity 2 in the learner's book page 3.

Lesson activities

- Introduce learner's to the elements of drawing and painting; i.e. space, line, shape, tones, form, texture and colour. Take learners through activity 3 in the learner's book page 5.
- Guide learner's on how to use pencils to create tonal values on a given object in response to light direction. Provide them with

the necessary materials and take them through activity 4 in the Learners' Book page 7.

- Guide learners as they experiment with different textural patterns. Let them follow the drawings on page 7 in the learner's book, then let them work out activity 5.
- Take learners through the types of colour application. Guide them as they discover different colour combinations and identifying objects with such colours. Guide learners as they work out activity 6 in the Learner's Book.
- Guide learners as they practice with their observation skills by doing activity 7 in the Learner' Book.

Post lesson activity

- Provide space and facilities for the learners to display their works.
- As they display their artworks, guide learners on how to identify a successful artwork in painting regarding the use of elements of art.

Lesson two: Working with dry and wet media in drawing and painting

Suggested number of periods: 2

Competences:

Learners;

- Differentiate dry and wet media.
- Draw with dry media.
- Draw and paints with wet media.

Materials required

Look for these materials for learners;

- Pencils in different shades
- Rubbers
- Brushes
- Colours
- Paper in different types and sizes

- Sharpeners
- Any other materials from the surroundings that can be used for drawing and painting.

Methods

The following methods could be used;

- Brainstorming
- Direct visual observation
- Discussion
- Guided discovery
- Experimentation

Procedure

Pre-lesson activity

- Discuss with learners the concept of media and introduce them to the different types of media, i.e. dry and wet media.
- Show learners different works made using different media.

Lesson activities

- Supply learners with the required materials for them to practice with the dry media.
- Guide learners as they do activity 8 in the Learner's Book page 13. Let them take note of the differences in appearance of the different works.
- Supply learners with the required materials for them to practice with the wet media.
- Let learners work out activity 9 in the Learner's Book.
- Guide learners as they discuss the differences between works done using wet media and those made from dry media.

Post lesson activity

- Guide learners to display and discuss their work. You may pick on a few drawings which are perfect and a few others with challenges for discussion according to the class size.

Lesson three: Study of a landscape

Suggested number of periods: 2

Competences:

Learners;

- Describe the different objects found in a landscape.
- Identify the major areas of a landscape.
- Use a view finder to select a particular scene to draw or paint.
- Draw from a landscape.
- Paint from a landscape.

Materials required

Look for these materials for learners;

- Pencils in different shades
- Paper
- Coloured pencils
- Crayons
- Pastels
- Charcoal
- Any other materials from the surroundings that can be used for drawing and painting.

Methods

The following methods could be used;

- Discussion
- Direct visual observation
- Guided discovery
- Experimentation

Procedure

Pre-lesson activity

- Introduce to learners the major components of a landscape, i.e. foreground, middle ground and background.

- Guide learners as they work out activity 12 in the learner's book.

Lesson activities

- Introduce the idea of using a view finder to study a landscape.
- Supply learners with the necessary materials.
- Guide learners as they make a view finder from a cardboard or manilla paper. Let learners practice using a view finder to look at different areas from the landscape around their school as they describe what they are able to see. The distance between the view finder and the learners' eyes determines the size of the view seen.
- Guide learners as they work out activity 13 in the learner's book.
- Advise learners to use the concept of perspective which they studied in Senior One.

Post lesson activity

- Let learners display their work. Guide learners through a discussion as they comment on their work regarding linear and tonal perspective, the details in the foreground compared to the middle and background.

Lesson four: Human figure drawing

Suggested number of periods: 2

Competences:

The learners;

- Describe the different parts of a human figure.
- Describe the ideal proportions of a human figure.
- Draw the human figure showing the posture and proportions.

Materials required

Get these materials for learners;

- Pencils
- Paper

- Coloured pencils
- Crayons
- Charcoal
- Cutters
- Any other materials from the surroundings that can be used for drawing and painting.

Methods

The following methods could be used

- Discussion
- Direct visual observation
- Guided discovery
- Experimentation

Procedure

Pre-lesson activity

- Guide learners into a discussion as a whole class regarding the description of the human figure in terms of size relationship and differences in the different body parts.
- Let learners do activity 14 in the Learner's Book.

Lesson activities

- Introduce learners to the concept of proportions in the human figure. Guide learners as they identify the differences between the male and female figure.
- Guide learners as they do activity 15 in the Learner's Book.
- Let learners practice with the use of different media to study and draw from the human figure.
- Guide learners as they do activity 16 in the Learner's Book.
- Let learners do the Assessment activity on page 25 in the Learners Book during their free time.

Post lesson activity

- Let learners display their drawings for discussion.
- Guide learners through the discussion as a whole class as you emphasize the learner's ability to capture pose in relation to the body structure.

Unit assessment answers

1. Dry media are the materials which do not flow such as pencils, crayons, graphite, charcoal, soft pastel, chalk, *Conté crayon and wax* while wet media are the materials which flow such as ink, oil, paints (acrylics, water colour, tempera).
2. Draw an insect or animal from surrounding using any drawing tool. (Guide learners to make sketch of the learners 'animals or insects' drawings).
3. Drawing or painting a standing boy, dressed in a short-sleeved shirt and pair of shorts. Learners must be helped to make right proportion of a boy. Head will have six times his body, it is applicable to a boy of 5 years, and 7 times for a boy of 10 years. (10years old = 7 heads tall with a head size of 7 1/2 inches, 5 years old = 6 heads tall with a head size of 7 inches).





Unit Two

Motifs, Pattern and Design Process

Refer to pages 27-42 (Learner's Book)

Learning objectives:

By the end of this Unit, the learner should be able to;

- Create motifs and apply them on different surfaces using different techniques, materials and tools.
- Keep materials and tools safely before and after using them.

(Refer to the Fine art and crafts Syllabus for ordinary level S.1 – S.3. Kigali 2015, page 13)

Unit Competence:

Learners,

Create various designs from different motif patterns and apply them on surfaces using various colours, materials, tools and techniques.

Number of periods: 3

Content

- Making a motif inspired from the surroundings.
- Printing by impression and by stamping.
- Stencil printing.

Topics and timing:

This Unit consists of three topics; each topic should be covered in a single period of 40 minutes. These topics are as follows:

- Making a motif inspired from the surroundings.
- Printing by impression and by stamping.
- Stencil printing.

Suggested ways of teaching this Unit

Lesson one: Making a motif inspired from the surroundings.

Suggested number of periods: 1

Competences:

Learners;

- Identify objects with patterns from the surroundings.
- Identify materials and tools for printing.
- Develop patterns for printing.

Materials required

Get these materials for learners;

- Paper
- Found objects
- Printing ink
- A flat surface such as a table
- Cutters
- Any other materials from the surroundings that can be used for drawing and painting.

Methods

The following methods could be used

- Discussion
- Group work
- Guided discovery
- Experimentation

Procedure

Pre-lesson activity

- Show learners various objects from the surroundings with different patterns. Let learners identify the nature of these patterns and the colours used.
- Guide learners as they work out activity 1 in the learner's book.

Lesson activities

- Let learners move out of class and observe different objects in the surroundings. Let them choose an object of their inspiration.
- Give learners the required materials for developing a motif.
- Let learners study the different steps on pages 30 and 31 in the learner's book as they study how to develop a pattern.
- Guide learners as they do activity 2 in the learner's book. Guide them to develop negatives and positives in a pattern, let them achieve balance in their patterns.

Post lesson activity

- Let learners display their patterns for discussion.
- Guide learners through the discussion and emphasise on balance.

Lesson two: Printing by impression and by stamping

Suggested number of periods: 1

Competences:

Learners;

- Identify objects with patterns from the surroundings.
- Identify materials and tools for printing.
- Develop patterns by impression.
- Print designs using impression technique.

Materials required

Get these materials for learners;

- Paper
- Found objects with prominent textures

- Pencils
- Irish or sweet potatoes
- Colours
- A flat surface such as a table
- Cutters
- Any other materials from the surroundings that can be used for drawing and painting.

Methods

The following methods could be used;

- Discussion
- Group work
- Guided discovery
- Experimentation

Procedure

Pre-lesson activity

- Discuss with learners the different techniques of developing patterns such as impression and stamping.
- Then guide them through numbers one and two of activity 3, page 33 in the learners' book.

Lesson activities

- Make sure learners have the required materials for printing by impression.
- Take learners out of class and let them identify different objects with prominent textures. Let the objects be cleaned if they are movable.
- Guide learners as they work out activity 4 in the learner's book. Avail learners with different colours in order to make patterns in a variety of colours.
- Let learners be introduced to printing by stamping.
- Guide learners as they pick on their sources of inspiration for developing a simple pattern for stamping.
- Guide learners as they do activities 5 in the learner's book.

Post lesson activity

- Learners clean their work place.
- Learners display their works and you guide them through a discussion regarding the flow of the patterns created and the colours used.

Lesson three: Stencil printing

Suggested number of periods: 1

Competences:

Learners;

- Identify materials and tools for printing.
- Print designs using patterns from nature.
- Print patterns using stenciling technique.

Materials required

Look for these materials for learners;

- Paper
- Printing ink
- A flat surface such as a table
- Cutters
- Any other materials from the surroundings that can be used for drawing and painting.

Methods

The following methods could be used;

- Discussion
- Guided discovery
- Group work
- Experimentation

Procedure

Pre-lesson activity

- Introduce learners to a variety of objects from their natural environment and how patterns can be developed regarding their, shapes, texture and colour.
- Let learners share the available materials for printing.

- Let learners know the dangers of using sharp objects when developing patterns and designs.

Lesson activities

- Guide learners through the process of developing a pattern for printing. You could refer them to the patterns they developed in the first lesson of this unit.
- Discuss with learners how to develop motifs from the natural environment and how to print them on a given surface.
- Guide learners on how to make a design using a pattern cut on a stencil. Guide them through activity 6 in the learner's book.

Post lesson activity

- Learners clear and clean their work place.
- Let learners display and individually discuss their work to the rest of the class.

Unit assessment answers

1. To develop a motif from the surrounding, learners should make a motif from still life object shape, nature object shapes, animals or bird shapes.
2. Learners cut the made motif and try to print on cloth of half a square meter.
3. Stencil is used to produce the letters or design on an underlying surface by applying pigment through the cut-out holes in the material (printing purpose).
4. Stamping is a technique of creating patterns by pressing a motif with ink on a given surface.
Stenciling is a technique for producing design by using stencil.



Unit Three

Letter Styles, Illustration and Design Process

Refer to pages 43- 51 (Learner's Book)

Learning objectives:

By the end of this Unit, learners should be able to;

- Identify the basic elements of graphic art, i.e. colour shape and layout.
- Explain the process of making different posters and calligraphic texts.
- Research the different methods and letter pattern for poster designs.
- Create various calligraphic texts and posters by using different materials and graphic tools and/or software.
- Experiment with different methods and techniques used by others.
- Appreciate the value of communication.
- Respect and protect the different aspects of the environment.
- Value the opinion of others without regard to gender and other inclinations in shaping own ideas.

(Refer to the Fine Art and Crafts Syllabus for Ordinary Level S1 – S3: Kigali 2015, page 14)

Unit: Competence:

Learners,

Design calligraphic texts and graphic images using various techniques.

Number of periods: 3

Content

- Major aspects in designing and letter construction.
- How to design a magazine cover.

Topics and timing

This Unit consists of two topics; the first topic should be covered in a period of 40 minutes and the second topic should be covered in two periods of 40 minutes each. These topics are as follows:

- Major aspects in designing and letter construction.
- How to design a magazine cover.

Suggested ways of teaching this Unit

Lesson one: Major aspects in designing and letter construction

Suggested number of periods: 1

Competences:

Learners;

- Describe the different letters used in designing.
- Identify the different letter fonts used in designing.
- Explain the various components of design.
- Construct different letter fonts.

Materials required

Look for these materials for learners;

- Pencils
- Paper
- Rulers
- Coloured pencils
- Cutters
- Any other materials from the surroundings that you find necessary

Methods

The following methods could be used;

- Discussion
- Direct visual observation
- Tracing
- Guided discovery
- Experimentation

Procedure

Pre-lesson activity

- Discuss with learners about places where they have seen different letters being used and the messages they carry.
- Share ideas about the designs on page 44 and guide them as they do activity 1 in the learner's book.

Lesson activities

- Discuss the major aspects of a graphic design. Guide them as they work out activity 2 in the learner's book.
- Expose learners to different graphic designs as they discuss the different components of a graphic design.
- Introduce learners to the different types of letters used in graphic design. These include formal and informal letters. Let them observe the different letters on pages 46 and 47 in the learner's book.
- Guide learners as they practice with the construction of different letter fonts by doing activity 3 in the learner's book.

Post lesson activity

- Guide learners to tidy up their work place.
- Let learners display their work and discuss it with fellow learners.

Lesson two: How to design a magazine cover

Suggested number of periods: 2

Competences:

Learners;

- Identify a magazine and explains its purpose.
- Describe the major components of a magazine cover.
- Identify the types of letters used on a magazine cover.
- Design a magazine cover.

Materials required

Look for these materials for learners;

- Pencils
- Paper
- Coloured pencils
- Rulers
- Rubbers
- Cutters
- Magazines with different designs
- Any other materials from the surroundings that can be used for drawing and painting
- The magazine cover, it can be also designed on computer. Suggest a software. Example MS publisher, they can use break time to do this.

Methods

The following methods could be used;

- Discussion
- Tracing
- Guided discovery
- Experimentation

Procedure

Pre-lesson activity

- Show learners different types of magazines and discuss their function, the letters and illustrations used as well as the colour choice.
- Take learners through activity 4 in the learner's book as they study details of different magazine covers.

Lesson activities

- Let learners study the layout of a magazine cover on page 49 in the learner's book. Discuss with the learners about the major components of a magazine cover and let them be familiar with what to find on the front and the back cover.
- Familiarise learners with the magazine sub titles which exist in many designs. Learners can trace illustrations from other magazines to enrich their designs.
- Discuss with the learners how to take dimensions (measurements) for a magazine cover.
- Supply learners with the necessary materials for designing a magazine cover.
- Guide learners as they do activity 5 in the learner's book. Discuss the colour choice for each learner and give advice accordingly.

Post lesson activity

- Guide learners as they clean up their work place.
- Learners display their work and discuss it with friends under the teacher's guidance.

Unit assessment answer

1. Guide learners to design an invitation card for Senior Two students, the following aspects must be taken into consideration:
 - The layout
 - Message
 - Lettering
 - Balance
 - Neatness
 - Colour choice



Unit Four

Methods of Modelling Clay Figures and Forms

Refer to pages 53-64 (Learner's Book)

Learning objectives:

By the end of this Unit, learners should be able to;

- Describe different ways of preparing clay and handling paper.
- State the different techniques and processes of making figures and forms.
- Describe the different methods of putting decorations on clay bodies i.e. incision and impression.
- Model clay figures and wares using different materials and tools.
- Make different moulds using various techniques i.e. slabs, coils and pinch.
- Create different textural decorative impressions on the surfaces of clay figures and wares.
- Appreciate the value of natural phenomena.
- Respect and protect the different aspects of the environment.
- Value the opinion others regardless of gender and other inclinations.

(Refer to the Fine Art and Crafts Syllabus for Ordinary level S1 – S3: Kigali 2015, page 15)

Unit: Competence:

Learners,

Models clay figures and forms and applies various decorations on surfaces using various materials and tools.

Number of periods: 6

Content

- Various ways of moulding different clay figures i.e. coils and slabs etc.
- Techniques of decorating clay figures.
- Methods of creating masks.
- Decorating masks with various techniques.

Topics and timing

This Unit consists of three topics; each topic should be covered in 80 minutes periods. These topics are listed below:

- Preparation of clay.
- Making a mask using a mold.
- Decorating clay surfaces.

Suggested ways of teaching this Unit

Lesson one: Preparation of clay

Suggested number of periods: 2

Competences:

Learners;

- Describe the characteristics of clay.
- Explain the different processes of preparing clay.
- Prepare clay and keeps it in a safe place.

Materials required

Get these materials for learners;

- Clay
- Polythene materials
- Buckets
- Different objects made out of clay
- Sieve
- Any other materials from the surroundings you find useful

Methods

The following methods could be used

- Discussion
- Group work
- Experimentation

Procedure

Pre-lesson activity

- Divide learners into groups according to the class size and the character of your learners.
- Guide learners as they work out activity 1 in the Learner's Book.
- Discuss what learners know about clay preparation in reference to what they studied in Senior One.

Lesson activities

- Discuss the different methods of clay preparation. Let them discuss what is possible and what seem to be difficult at their level.
- Let learners prepare their clay as you guide them further. Guide learners through activity 2 in the Learner's Book.
- Guide learners on how to keep the clay in a soft and workable state.
- In groups, let learners collect waste papers and soak them in water for some time until it becomes soft/porridge-like.

- Guide learners to prepare papier maché based on their gained experience in Senior One.

Post lesson activity

- Let learners keep their work place clean by removing all wasted materials.
- Let learners keep all materials in a safe place. It is better for the materials to be kept in a container with a cover in order to keep them moist.

Lesson two: Making a mask using a mold

Suggested number of periods: 2

Competences:

Learners;

- Explain what a mask is and its use.
- Describe the process of making a mold in clay.
- Forms a mold for a mask.
- Make a mask from a mold.

Materials required

Look for these materials for learners;

- Prepared clay
- Polythene material
- Wasted papers
- Table knife
- Glue
- Any other materials you find necessary for mask making.

Methods

The following methods could be used;

- Discussion
- Guided discovery

- Group work
- Experimentation

Procedure

Pre-lesson activity

- Provide learners with different types of masks and let them critically observe and describe their different features.
- As a class, discuss the forms, colours, decorations and purpose. Let learners discuss the different ways of preparing clay on page 55 in the Learner's Book.

Lesson activities

- Let learners prepare the work place as you provide them with the required materials.
- Guide learners through pages 57 to page 61 in the Learner's Book as they get familiar with making a mask from a clay mold.
- Let learners do activity 4 in the Learner's Book. While sketching encourage learners to get their own ideas and avoid copying from each other.

Post lesson activity

- Let learners clean their work place.
- Let learners display and discuss their masks.

Lesson three: Decorating clay surfaces

Suggested number of periods: 2

Competences:

Learners;

- Discuss the different ways of decorating clay articles
- Identify the different techniques used to decorate different clay articles.
- Decorate a clay article.
- Decorate their masks.

Materials required

Get these materials for learners;

- Wasted papers
- Clay
- Different articles decorated in different ways
- Colours
- Brushes
- Raffia
- Found objects
- Any other materials you find necessary for the exercise

Methods

The following methods could be used

- Discussion
- Guided discovery
- Group work
- Experimentation

Procedure

Pre-lesson activity

- Discuss the advantages of decorating clay pieces by showing them some decorated articles from the local setting.
- Guide learners as they do activity 5 in the Learner's Book.

Lesson activities

- Show learners different clay articles decorated differently. Let learners discuss the way different articles have been decorated.
- Discuss the different ways of decorating clay articles which are presented on page 62 and 63 in the Learner's Book.
- Let learners decorate their masks using the available materials.

Post lesson activity

- Let learners clean and tidy up their work place.
- Guide learners as they display and discuss their works.

Unit assessment answer

1. Use clay to prepare a mold, every learner chooses any topic to work on. Insist on learners not letting the mold dry up.
2. Preparation and decoration of a mask, learners begin by thinking about the purpose of the masks, for example mask could be used for entertaining people. During these activities; they need the following materials in work place;
 - Waste papers
 - Glue
 - Clay
 - Colours
 - Brushes
 - Vaseline
 - Small stones or seeds
 - Raffia and threads
 - Polythene material.
3. Discussion on the displayed masks should be guided making sure that learners get the necessary information and skills basing on creativity and use of materials.
4. Techniques of decorating a pottery articles are; smoothening, glazing, painting, incision and building.
 - Smoothening; the article is made smooth with a tool and by firing it.
 - Glazing; glaze applied to the article at bisque level, then the articles fired for the second time and this can be done in one colour or with pattern.
 - Painting; this is done by applying colours on the article's surface.
 - Incision; this is done by using a tool to cut patterns into the surface of an article.
 - Building; done when decorating the article by adding small pieces on the surface while following a particular pattern.





Unit Five

Weaving using basic local materials

Refer to pges 65-73 (Learner's Book)

Learning objectives:

By the end of this Unit, Learners should be able to;

- Identify the various materials, tools and articles used in weaving.
- Describe the different techniques of weaving using a variety of raffia.
- Apply different techniques in assembling warp and weft using raffia.
- Use different materials and tools to decorate the surfaces
- Appreciate the value and beauty in society and traditional settings.
- Care for the different aspects of the environment.
- Appreciate the opinions of others without regard to gender, age and other inclinations.

(Refer to the Fine art and crafts Syllabus for ordinary level S.1 – S.3. Kigali 2015, page 16)

Unit: Competence:

Learners;

Draw pictures of still life and nature using prior knowledge and experimenting with colour application.

Number of periods: 4

Content

- Different materials, tools and articles in raffia work.
- Techniques for making patterns with raffia i.e. warps and wefts.
- Various design patterns in decoration different weavings.

Topics and timing:

This Unit consists of two topics; each topic should be covered in two periods of 40 minutes each. These topics are listed below:

- Weaving techniques.
- How to design a table mat with raffia.

Suggested ways of teaching this Unit

Lesson one: Weaving techniques

Suggested number of periods: 2

Competences:

Learners;

- Identify objects woven with different techniques
- Collect materials for weaving
- Describe the different weaving techniques
- Weave with different techniques

Materials required

Look for these materials for learners;

- Raffia
- Different woven articles
- Dyes
- Cutters
- Any other materials from the surroundings that can be used for weaving

Methods

The following methods could be used;

- Guided discovery
- Discussion
- Group work
- Direct visual observation

Procedure

Pre-lesson activity

- Introduce learners to the different objects from their surroundings with different weave patterns. Identify with them the materials used to make such weaves. Also refer them to page 66 in the Learner's Book.
- Divide learners into small groups and guide them through activity 1 in the Learner's Book.

Lesson activities

- Guide learners through activity two in the learner's book.
- Avail learners with raffia and other the required materials.
- Let learners examine the characteristics of raffia as a flexible material that can be used in weaving.
- Guide learners through pages 68 and 69 in the Learner's Book as they observe the different weaving techniques. Let learners be familiar with warp and weft as they study the different techniques of weaving. It would be interesting if you show learners different articles with the different weaving techniques
- Guide learners through activity 3 in the Learner's Book as they try out the different weaving techniques using raffia.

Post lesson activity

- Let learners clean up their work place.
- Let learners display their weaves for discussion; regarding neatness and finger dexterity.

Lesson two: How to design a table mat with raffia

Suggested number of periods: 2

Competences:

Learners;

- Describe the different weaving techniques used to make a table mat.
- Identify the beauty of raffia as a weaving material.
- Discuss the different finishing techniques.
- Weave a table mat.

Materials required

Get these materials for learners;

- Raffia in different colour
- Cutters
- Table mats woven with different materials
- Any other materials you find useful

Methods

The following methods could be used;

- Brain storming
- Experimentation
- Guided discovery
- Problem solving

Procedure

Pre-lesson activity

- Discuss with learners about their experience on the use of raffia and the different objects made using raffia as a local material.
- Guide learners through activity 4 in the Learner's Book

Lesson activities

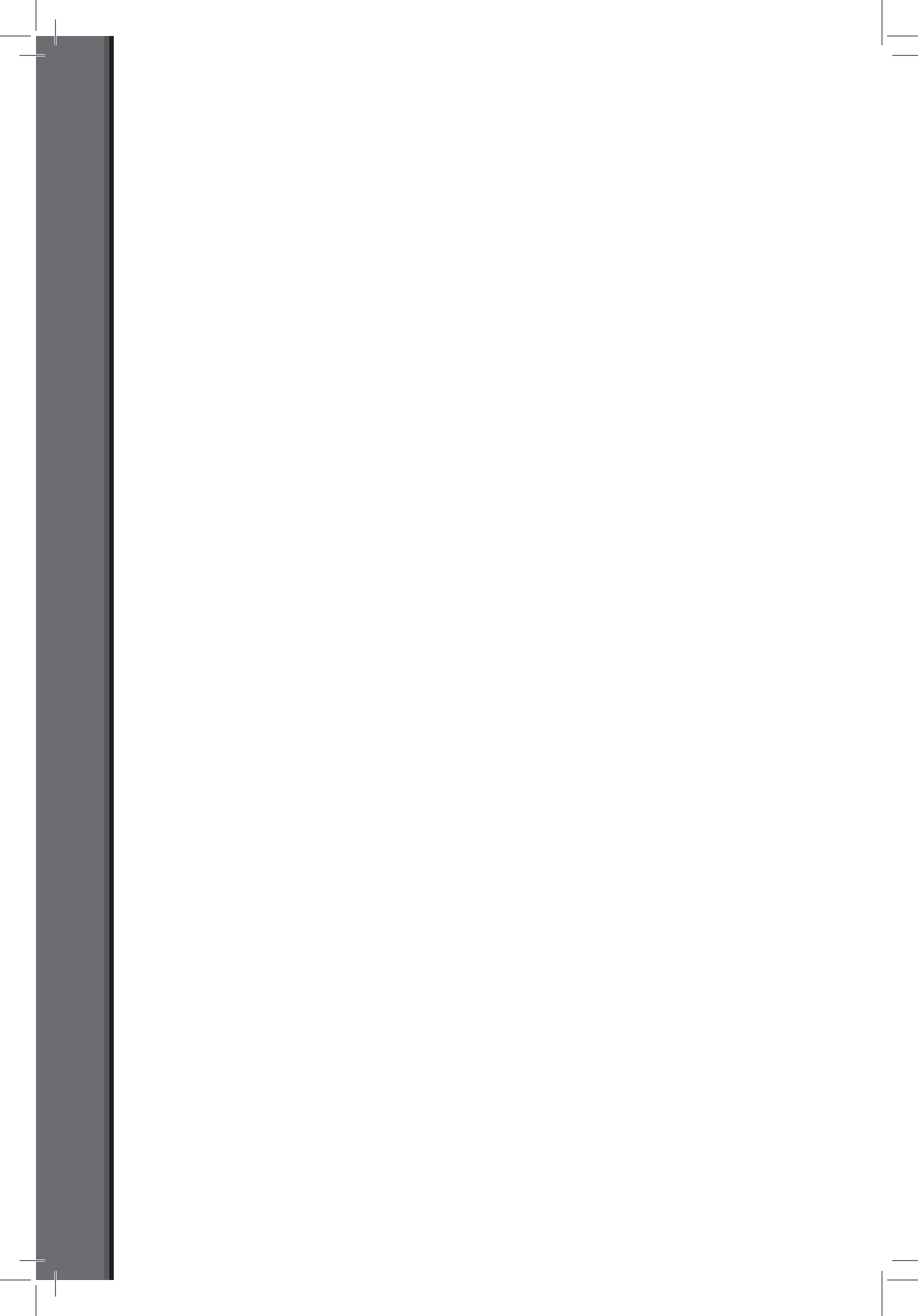
- Guide learners on how to prepare the raffia for weaving. This includes trimming as you estimate the size and dyeing raffia where necessary.
- Take learners through pages 71-72 in the Learner's Book as they get familiar to the steps involved in weaving a table mat.
- Guide learners through activity 5 in the Learner's Book as they weave their table mats. Give them support to fasten their woven articles. Introduce them to different decoration techniques. This may be in terms of using raffia dyed in different colours.
- Guide learners as they finish their articles.

Post lesson activity

- Learners cleanup their work place.
- Learners display their work and discuss it focusing on the use of materials and finishing techniques.

Unit assessment answer

1. Guide learners when collecting raffia and give them facilitation when they are doing dyeing in two chosen different colours.
2. Help learners when they are weave small piece of 15 cm by 15 cm.
3. Let learners finish their works by cutting off all unnecessary pieces of raffia.
4. Twill weave, this is one of the weaving techniques where weft goes over several warps before going down and then under two warps. While plain weave is another technique which is simple, here the weft weave goes under one warp at a time and the process is repeated as one weaves.





Unit Six

Motifs and Pattern in Embroidery, Batik and Tie and Dye and Design Technology

Refer to pages 75-86 (Learner's Book)

Learning objectives:

By the end of this Unit, Learners should be able to;

- Describe the tools and materials for making different patterns on textiles.
- Identify the techniques and processes of fabric decoration.
- Create different motifs and patterns on textiles using various techniques i.e. folding stenciling and spraying.
- Creating various batik designs using different techniques i.e. wax, resist and spray.
- Appreciate the value of cultural and traditional designs that are used in decorations.
- Care for and protect the environment.
- Appreciate the opinions of others without regard to gender and other inclinations.

(Refer to the Fine Art and Crafts Syllabus for Ordinary level S1 – S3: Kigali 2015, page 17)

Unit: Competence:

Learners,

Create different patterns on textiles by manipulating various materials and tools.

Number of periods: 6

Content

- Making different motifs and patterns.
- Various batik designs using different techniques.
- Making patterns of design on textiles using tie and dye techniques.

Topics and timing

This Unit consists of three topics; each topic should be covered in two periods of 40 minutes. These topics are listed below:

- Making patterns for batik.
- Making patterns for tie and dye (Folding and gathering).
- Making patterns for tie and dye (stitchery).

Suggested ways of teaching this Unit

Lesson one: Making patterns for batik

Suggested number of periods: 2

Competences:

Learners;

- Describe the materials and tools for making batik articles
- Sketche patterns for batik.
- Make batik articles using wax and dyes.

Materials required

Get these materials for learners;

- Brushes
- Wasted papers
- Coloured pencils
- Source pan
- Wax
- Heat source
- Flat iron or ironing box
- Any other materials from the surroundings that can be used for drawing and painting

Methods

The following methods could be used;

- Discussion
- Direct visual observation
- Guided discovery
- Experimentation

Procedure

Pre-lesson activity

- Introduce learners to various articles made using batik techniques. Guide learners as they discuss the patterns made using batik technique. You can refer learners to page 76 in the Learner's Book.
- Let learners discuss the materials and tools used in batik work and how they are prepared.

Lesson activities

- Let learners be familiar with the different materials for making batik.
- Guide learners through pages 77 to 79 in the Learner's Book as they get familiar with the steps involved in making a batik article.
- Divide learners into groups depending on the size of your class and the materials available.
- Guide learners through activity 2 in the Learner's Book as they make their batik articles.

- Guide learners through activities 10 and 11 in the Learners' Book.

Take note: Caution learners about the dangers of hot wax. Dipping a wet brush into hot wax burns the bristles of the brush.

Post lesson activity

- Let learners display their work for discussion. While discussing the artworks consider the patterns and consistence of lines in the work.

Lesson two: Making patterns for tie and dye (Folding and gathering)

Suggested number of periods: 2

Competences:

Learners;

- Identify different patterns made by tie and dye.
- Identify different materials and tools for tie and dye.
- Make different patterns for tie and dye.

Materials required

Get these materials for learners;

- Tie and dye patterns on cloth
- Raffia
- Cloth
- Water
- Dyes
- Salt
- Heat source
- Pencils
- Paper
- Any other materials you find useful for tie and dye

Methods

The following methods could be used;

- Discussion
- Direct visual observation
- Guided discovery
- Experimentation

Procedure

Pre-lesson activity

- Introduce learners to different types of fabrics and discuss how they have been used in the society. Let learners give their experience.
- Guide learners through activity 3 in the Learner's Book.

Lesson activities

- Introduce learners to the different patterns for tie and dye by looking at various tie and dye products.
- Demonstrate to learners the different ways of gathering the cloth for tie and dye. Avail pieces of cloth to learners and let them try the different techniques on their own. This can be done in groups.
- Guide learners through activity 4 in the Learner's Book as they make their own patterns in tie and dye. Let them relate the patterns on page 83 with their own work.
- You may divide the patterns among the different groups to come up with a variety of patterns at the end of your lesson.
- Let learners expose their articles to dry before removing the ties to expose the designs.

Post lesson activity

- Learners clean up their work place.
- Learners display their work for drying before untying the clothes.

Lesson three: Making patterns for tie and dye (stitchery)

Suggested number of periods: 2

Competences:

Learners;

- Make sketches for tie and dye.
- Prepare the cloth for tie and dye.
- Make tie and dye patterns on cloth using stitchery.

Materials required

Get these materials for learners;

- Raffia
- Cloth
- Water
- Dyes
- Salt
- Heat source
- Pencils
- Wasted Papers

Methods

The following methods could be used;

- Discussion
- Direct visual observation
- Guided discovery
- Experimentation

Procedure

Pre-lesson activity

- Discuss with learners the different possible patterns for tie and dye using stitchery.
- Avail learners with the necessary materials for making sketches.

Lesson activities

- Divide learners into groups and let them make sketches for stitchery.
- Avail learners with the necessary materials such as cloth, threads and needles and caution them not to hurt themselves.
- Guide learners through activity 5 in the Learner's Book page 85. Let learners go through the dyeing process of their different articles. Prepare the heat source and boil the water with dyes. Let learners dip their articles and boil them for some time depending on the instructions on the tin of dyes
- Let learners display their articles for drying.
- Learners remove the raffia used when the articles are dry.

Post lesson activity

- Guide learners as they clean and tidy up their working place.
- Learners display their work for discussion with fellow learners.

Unit assessment answer

1. Give guidance on creating patterns by folding a piece of cloth (1/2 square meter) into either circles or pleats.
2. Check whether they tie the cloth into values and dip cloth into light dye.
3. Check again how they proceed in '2' at different parts the second dye.
4. Let learners unfold the cloth and display it to dry then help them to iron and display it for other classmates to use.





Unit Seven

The Development of Art through different eras in the world

Refer to pages 87-106 (Learner's Book)

Learning objectives:

By the end of this Unit, learners should be able to;

- Identify the characteristics of art from different regions through different times i.e. Africa and Europe.
- Describe the works of renowned historical artists of the world.
- Analyse some works of art of renowned artists.
- Examine major characteristics of artworks from different regions, eras and personalities.
- Create works by tracing out some shapes and forms from works of renowned artists.
- Appreciate the value of culture and tradition.
- Appreciate the ideas presented by others.
- Appreciate the great African works of art as those from around the world.

(Refer to the Fine Art and Crafts Syllabus for Ordinary Level S1 – S3: Kigali 2015, page 18)

Unit: Competence:

Learners,

Identify the key points in the evolution of art through the ages and carry out an appreciation of techniques and works of respected artists.

Number of periods: 6

Content

- Modern and abstract art (Renaissance to present day).
- World renowned artists like Michelangelo, Leonardo da Vinci, Van Gough, Rembrandt, Raphael, Picasso and O'Keeffe.
- Major artworks in the world i.e. Monalisa, the Sistine chapel, the fertility goddess and Kangaroo hunt.
- Major art sites in the world i.e. Altamira, Lascaux and Olduvai gorge.

Topics and timing

This Unit consists of three topics; each topic should be covered in two periods of 40 minutes. These topics are listed below:

- Modern art.
- Abstract art.
- Renowned artists and the major artists in the world.

Suggested ways of teaching this Unit

Lesson one: Modern art

Suggested number of periods: 2

Competences:

Learners;

- Trace the begin of modern art.
- Describe the characteristics of modern art.
- Explain the different art movements in modern art.
- Identify works of modern art.
- Identify artists of the modern art.

Materials required

Look for these materials for learners;

- Pencils
- Paper
- Coloured pencils
- Any other materials from the surroundings that can be used for drawing and painting

Methods

The following methods could be used;

- Discussion
- Story telling
- Exposition
- Experimentation

Procedure

Pre-lesson activity

- Discuss to the learners the importance of studying about the art in the past in relation to the creation of artworks at present.
- Guide learners as they observe the different artworks made in the different periods. (Refer to pages 88 and 89 in the Learner's Book).
- Let learners do activity 1 in the Learner's Book.

Lesson activities

- Introduce modern art by taking them through the beginning of the period. Guide learners as they discover the meaning of modern art.
- Divide learners into groups and guide them as they do activity 2 in the Learner's Book. Let learners understand the concept of neoclassism.
- Guide learners to understand the characteristics of modern art. Guide them as they do activity 3 in the Learner's Book.
- Let learners discuss the different styles in modern art as they study the characteristics of each movement.

- Avail learners with the necessary materials and guide them guidance as they work out activity 4 and 5 in the Learner's Book.

Post lesson activity

- Let learners display their works and discuss the relationship between own work and that done by the different artists.

Lesson two: Abstract art

Suggested number of periods: 2

Competences:

Learners;

- Describe the characteristics of Abstract art.
- Mention some of some of the world renowned artists.
- Describe characteristics works of world renowned artists.
- Imitate some of the artworks by different artists through drawing and painting.

Materials required

Look for these materials for learners;

- Pencils
- Paper
- Coloured pencils
- Crayons
- Charcoal
- Any other materials from the surroundings that can be used for drawing and painting

Methods

The following methods could be used;

- Discussion
- Direct visual observation
- Experimentation

Procedure

Pre-lesson activity

- Introduce learners to Abstract art by exposing them to its meaning and some of the characteristics.
- Let learners observe the modern artworks on page 91 in the Learner's Book.

Lesson activities

- Let learners observe the basic concepts of abstract art as they observe works of modern art, such as shapes and colour.
- Guide learners as they do activity 6 in the Learner's Book. Let learners discuss and imitate some of the works in abstract art.
- Let learners create their own works following the characteristics of abstract art.

Post lesson activity

- Let learners display their works and discuss it with fellow learners, regarding creativity and following the elements and principles of art.

Lesson three: Renowned artists and the major artist in the world

Suggested number of periods: 2

Competences:

Learners;

- Identify the images of the world renowned artists.
- Describe works of the world renowned arts.
- Describe the methods and techniques used to make these works.
- Sketch from works of the great masters.

Materials required

Get these materials for learners;

- Pencils
- Paper
- Coloured pencils
- Crayons
- Charcoal
- Any other materials from the surroundings that can be used for drawing and painting

Methods

The following methods could be used;

- Discussion
- Direct visual observation
- Guided discovery
- Experimentation

Procedure

Pre-lesson activity

- Discuss with learners the period when the renowned artists existed and the type of artwork they produced.
- Discuss how art was affected by these innovations and scientific discoveries.

Lesson activities

- Discuss the different art movements that were developed after the Renaissance period into modern art.
- Guide learners as they discuss the world renowned artists. Remind them that some of these artists were studied in senior one and let them use their past experience as they observe the different artworks.
- Guide learners as they work out activity 7 in the Learner's Book.

- Divide learners into groups and guide them as they do activities 8 and 9 in the Learner's Book.
- Let learners discuss the similarities and differences in the different world renowned artworks.

Post lesson activity

- Let learners display and discuss their artworks regarding creativity and following of art elements and principles.

Unit assessment answer

1. Modern art is the creative world's response to the rationalist practices and perspectives of the new lives and ideas provided by the technological advances of the industrial age that caused contemporary society to manifest itself in new ways compared to the past.
Five styles that existed in the modern art period are; impressionism, fauvism, cubism, surrealism and pop art.
 - (i) Impressionism: a style or movement in painting originating in France in the 1860s, characterized by a concern with depicting the visual impression of the moment, especially in terms of the shifting effect of light and colour.
 - (ii) Fauvism: Fauvism, the first twentieth-century movement in modern art, was initially inspired by the examples of Vincent van Gogh, Paul Gauguin, Georges Seurat, and Paul Cézanne. The Fauves ("wild beasts") were a loosely allied group of French painters with shared interests. This style is based on colour effects and light with big patches of colour.
 - (iii) Cubism: this is another modern art style which was developed in the 20th century. The style focuses on presenting figures whose natural forms are simplified into geometrical shapes. This has been followed by Pablo Picasso.
 - (iv) Surrealism: it is another modern art style in which the artist portrays what seems to be a dream into reality. It was developed during the 20th century. There is a lot of

rearrangement of ideas which are from the natural point of view looks unreal.

- (v) Pop art: Is the type of modern art which is nonrepresentational. It was developed in the 1950s in Britain and the United State. It depicts objects and scenes from everyday life.

2. Three world renowned artist and their artworks

- (vi) **Leonardo Da Vinci** (1452–1519) Renaissance painter, scientist, inventor, and more. Da Vinci is one of most famous painters in the world for his iconic Mona Lisa and Last Supper.
- (vii) **VincentVanGogh**(1853–1890).Dutchpost-impressionist painter. Famous paintings include; *Sunflowers*, *The Starry night*, and *Cafe Terrace at Night*.
- (viii) **Rembrandt** (1606–1669) Dutch Master. One of the greatest painters, admired for his vivid realism. Famous paintings include *The Jewish Bride* and *The Storm of the Sea of Galilee*.
- (ix) **Michelangelo** (1475–1564) Renaissance sculptor, painter and architect. Famous paintings include his epic ceiling mural on the Sistine Chapel.
- (x) **Pablo Picasso** (1881–1973) Spanish, modern 'cubist' painter. Famous works include *Guernica* and *Bird of Peace*.

3. Leonardo da Vinci (1452-1519) is an Italian artist who is known in the period of Renaissance. He was a painter and a ceramicist.

Section 5: Extension work for brighter learners

In fine art and crafts, some learners may appear to be more creative than others or faster in doing a particular activity. For such learners, you may give them more challenging activities compared to the rest of the learners. This should be done in the following ways:

- **Still life and nature**
Task brilliant learners to more complex composition of objects or landscapes for study according to the available space. Or let such learners use more challenging media such as pen and ink in drawing. For drawing and painting from a landscape, let such learners study areas with more objects according to the teacher's judgement.
- **Motifs, pattern and design process**
Brilliant students can make motifs with more complex patterns in terms of shapes and lines. Creativity can be observed in the variety of colours used and the nature of the visual texture created.
- **Letter styles, illustration and design process**
Gifted learners should be given more words to write in a calligraphic hand. Such work should be assessed in terms of letter consistence and neatness.
- **Methods of modelling clay figures and forms**
Brilliant students should be tasked to create more expressive masks in either clay or peppier maché. Such learners should be assessed on the use of natural materials to decorate their artworks.
- **Weaving using basic local materials**
Gifted learners make weaves which look neat. Therefore, such learners should be judged by their finger dexterity as they weave and the speed by which they weave. They could be given tasks to work individually according to the existing materials.
- **Motifs and pattern in embroidery, batik and tie and dye**
Gifted learners may be given chance to develop more complex patterns for both batik and tie and dye. Such learners can also use more than one colour in their designs.

- **The development of art through ages in the world**

More talented learners should be given chance to develop and express their ideas following the interpretation of the given artists' work. They are free to choose materials of their own as they develop their ideas.

Section 6: Remedial work

Less talented learners can be judged according to the time they take to accomplish a given task and their creativity in making the particular artworks. Such learners can do all the given activities in the different units but at a slow pace as they acquire the given skills.

Section 7: Extension knowledge and ideas for teachers

Basic elements of drawing and painting

These include elements and principles of art. The elements include:

- Line:** the path made by a sharp instrument when its point of contact is made to move on a given surface.
- Shape:** an area with well-defined boundaries.
- Tone:** the lightness or darkness of an object due to the light effect.
- Form:** the roundness of a given object.
- Structure:** the general appearance of an object according to its inner mass.
- Texture:** the surface quality of a given object or simply the roughness or smoothness of a given surface of an object.
- Colour:** the sensation caused in a viewer's eyes as he/she observes a particular object. The colour of an object depends on how it absorbs and/or reflects light.
- Space:** the empty place or surface within or around a given work of art.

The principles of art include the following:

- Balance:** this is achieved when the artist creates a state of equilibrium with visual weight in his artwork.
- Contrast:** is what creates excitement and interest in an artwork when it is being viewed.
- Proportions:** the size, amount and location of something compared to another.
- Rhythm:** this can be achieved by repetition of the elements of art (such as line, form, texture and colour) and creation of patterns.
- Unity:** this is achieved when everything in a given artwork seems to be working together.
- Pattern:** is a principle of art in which an artist repeats colour, shape or a line over and over again to create an impressive work of art.
- Emphasis:** refers to developing points of interest in a given work to pull the viewer's attention to those particular parts in a work of art.
- Variety:** the use of differences in a work of art in terms of shapes, textures, colour, lines, etc.

Basic concept of Perspective

Perspective offers guidelines to follow when drawing or painting objects in a composition or a landscape. Linear perspective refers to the variation of the sizes of objects with distance. Quite often, this is captured by use of lines. The lines used to show linear perspective tend to meet at a distance at an imaginary point called the vanishing point. If objects are seen in a single plane, such as a wall, or trees in a line, they tend to share one vanishing point. This is called a one-point perspective. For the case of an object or objects where two faces are seen, such as a building or box, there exist two vanishing points. This is referred to as a two-point perspective.

For the case of developing motifs, pattern and design process; Letter styles, modelling clay figures and forms, Weaving, batik and tie and dye, the principles of art apply more. The principle of balance has to be followed in all artworks and rhythm and patterns would make works of art appear more interesting to observe.

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