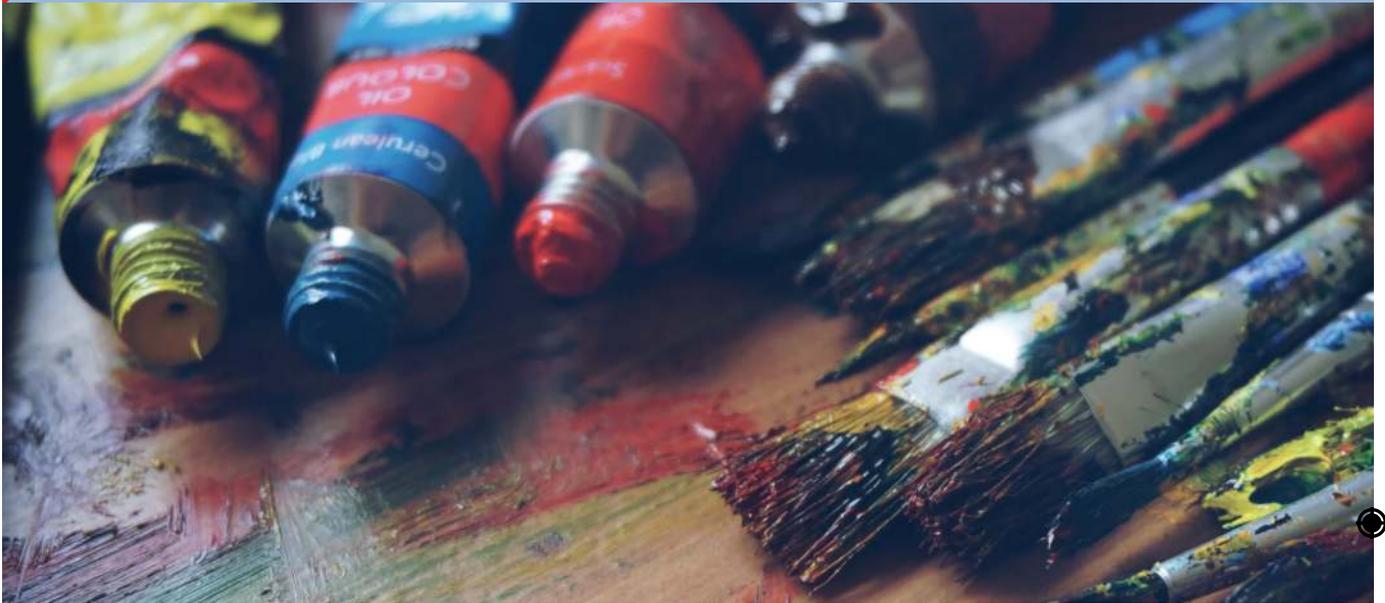


PROTOTYPE



NCDC

NATIONAL CURRICULUM
DEVELOPMENT CENTRE



ART AND DESIGN TEXTBOOK SENIOR ONE



LOWER SECONDARY
CURRICULUM



PROTOTYPE



ART AND DESIGN TEXTBOOK

SENIOR ONE



LOWER SECONDARY
CURRICULUM



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This material has been developed as a prototype for implementation of the revised Lower Secondary Curriculum and as a support for other textbook development interests.

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Preface

This Learner's Book has been written in line with the revised Art and Design syllabus. The knowledge and skills which have been incorporated are what is partly required to produce a learner who has the competences that are required in the 21st century.

This has been done by providing a range of activities which will be conducted both within and outside the classroom setting. The learner is expected to be able to work as an individual, in pairs and groups according to the nature of the activities.

The teacher as a facilitator will prepare what the learner is to learn and this Learner's Book is one of the materials to be used to support the teaching and learning process.



Associate Professor Betty Ezati

Chairperson, NCDC Governing Council

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Last but not least, NCDC would like to acknowledge all those behind the scenes who formed part of the team that worked hard to finalise the work on this Learner's Book.

NCDC takes responsibility for any shortcomings that might be identified in this publication and welcomes suggestions for effectively addressing the inadequacies. Such comments and suggestions may be communicated to NCDC through P. O. Box 7002 Kampala or email: admin@ncdc.go.ug.



Grace K. Baguma

Director, National Curriculum Development Centre

Introduction

Art and Design curriculum aims to develop creativity, visual communication, understanding culture, and connections to society. This book is prepared for the learners of Senior One. It has been designed by interweaving seven learning Art units within the syllabus. These units are Drawing and Painting, Graphic Design, Decorative Arts, Fabric Arts and Printmaking, Three –dimensional Art, Integrated Crafts Projects, and Art Theory.

The learning experiences is segmented and planned to unfold in two complimentary domains of Art Making and Art Response. **Art making** is the practical application of knowledge and skills (selection and control of materials, media and processes); while **art response** is a theoretical recalling, understanding and communicating knowledge in a clear and coherent manner. Each unit appears in the four years of lower secondary education in a spiral form. The activities are meant to develop the cognitive and vocational skills of the learners to match the 21st century tenets of critical thinking and problem solving, creativity, collaboration and communication.

Aims and Objectives

Art and Design programme of study intends to enable the learner to:

- develop basic knowledge about the different areas/ disciplines of Art and Design, e.g. drawing or painting, pottery, sculpture, weaving, printing, modelling and fabric decoration.
- develop understanding and appreciation of their immediate environment as a source of materials for practising simple artistic and creative techniques in art.
- develop the practice of safety and healthy living by learning the proper use of tools, equipment and materials.
- master the language to express ideas, feelings, emotions and moods through a variety of art experiences (creative growth).
- acquire knowledge and understanding and appreciation of the works of Art (natural and man-made).

- develop the usefulness of art in other subject areas and awareness of different roles, functions, audiences and consumers of art, craft and design.
- acquire knowledge and developed understanding of art, craft, design and media and technologies in contemporary and past societies and cultures.
- applying the knowledge, understanding and skills developed in previous units to research and produce personal art works and projects.
- develop interest for future vocation in Art for self and national development.

Art and Design Themes

Theme One: Art Theory

You will

- i) develop the appreciation of Art as a subject, the environment and the timelines in artistic developments.
- ii) interpret meaning and appreciate the value of art and design.
- iii) analyse and discuss how natural environment influences art and human living.
- iv) place artworks in a historical context and write about works of art.
 - v) demonstrate understanding of art styles and art language.
 - vi) integrate art history concepts into your own artworks.
 - vii) demonstrate basic vocabulary in art criticism.

Theme Two: Study of Drawing and Painting

You will develop knowledge, skills and understanding by

- i) identifying the elements and principles of art.
- ii) making use of art vocabulary relating to drawing and painting.
- iii) experimenting with different methods and media of drawing and painting.
- iv) integrating the elements and principles of art in your works.

Theme Three: The Study of Graphic Design

You will

- i) acquire knowledge in basic graphic design.
- ii) develop literacy concepts into graphical form.
- iii) investigate and integrate principles of graphic design in your work.

- v) identify the elements and principles of design, employing art vocabulary and integrating the elements and principles within your work.
- vi) analyse and discuss artworks depicting graphic concepts.
- vii) demonstrate understanding of the role of graphic design in the society.

Theme Four: The Study of Decorative Arts

You will

- i) develop knowledge in decorative arts.
- ii) develop skills by creating decorative artworks based on studies from the environment.
- iii) research, discuss and write about the Ugandan cultural features and their significance.
- iv) integrate traditional and contemporary art elements in your work.

Theme Five: The Study of Fabric Arts and Printmaking

You will

- i) create artworks based on understanding of the fabric decorations and printmaking.
- ii) integrate traditional and contemporary techniques of fabric decoration into your work.
- iii) create images through various techniques of printmaking.
- iv) experiment with different materials in your work.

Theme Six: The Study of Three-dimensional Art

You will

- i) acquire knowledge of the properties of different materials used in 3-D art making.
- ii) create original works with a variety of materials in 3D art making techniques.
- iii) investigate creative use of sculpture and pottery techniques.

- iv) analyse and discuss the artworks of master and contemporary 3-D artists.

Theme Seven: The study of Integrated Craft Projects

You will

- i) investigate and generate ideas for making art informed by your understanding of the natural, material and cultural environment.
- ii) investigate and describe objects and their function in everyday life and in their social contexts.
- iii) make artworks depicting African (Ugandan) symbolism and cultural environment.
- iv) describe integrated crafts/multimedia skills in the social, economic and cultural context.

Chapter 1

Appreciation of Art and Design



Key Words

- appreciation
- art forms
- artworks
- natural environment
- nature
- culture
- heritage

You will need:

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

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

- understand the concept of art and design.
- understand the ways in which the natural environment influences art and the community.
- appreciate that the arts in the natural environment preserve cultural heritage.

Introduction

In this chapter, you are going to explore the world of visual arts. You will also appreciate the ways of communicating without using words but images. You will learn that visual art is another language in the human civilization.

Can you imagine what it would be like to play a new game without first learning the rules, or to read a story in a language you do not understand well? The same is true with art. Understanding art requires looking at and knowing how to look to find meaning. It has certain rules to follow. Throughout this book, you will develop your understanding, skill and appreciation of each of the areas as a process that makes up the world of visual arts.

Understanding Art

In the study of art, the term *work of art* has a specific meaning. It is any object created or designed by an artist. Art can be made from a number of different materials. Artists make use of the environment to communicate and create objects for use. People who make objects depend on the environment to earn money and make a living. In pairs, can you mention a few objects you know or use in daily life that are made by artists?

The Importance of Studying Art

Have you ever thought of why people who practise art are important to society? In your notebook, write three reasons why you should study art. Art as you have just known is the language and subject of study. It has the power to challenge your mind and feelings. There are several areas of creativity which make one subject called Art.

In this book you will explore eight areas. They are Art Theory, Graphic

Design, Decorative Arts, Textile and Printmaking, Introduction to Pottery, Drawing and Painting, Three-dimensional Arts, Art in the Economy, Textile Decoration and Printmaking.

In future, you will discover that people who engage in these areas are helping to solve our daily needs. Each of these areas of creativity forms its own field of study. These areas also share many skills and together help you to develop your complete artistic ability.

Activity 1.1:

Understanding the Importance of Studying Art

In pairs:

1. discuss how a person can earn a living from art.
2. identify and list down career opportunities available to a person who studies art.
3. suggest how the study of art can solve problems in your community.

Observing and Appreciating Nature

Artists 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. You will pick interest in observing things of different appearances. Do **Activity 1.2** to start on your journey of exploring and observing your environment.

Activity 1.2: Getting familiar with our natural environment

In groups or individually, go to the natural environment outside your classroom.

1. Identify what you see in your natural surroundings. Discuss the usefulness of the objects you have identified.
2. Suggest at least three ways the natural environment can be useful to the artist and the society?

3. List down career opportunities that can be created when using the environment to solve human problems.

Artists make use of the environment to get ideas in the process of creating artwork. In the course of study, you will be asked to come up with ideas of your own. Like the way artists do, you will at times find yourself with no idea. This will lead you to look at the immediate environment to boost your creative thinking.

Activity 1.3: Drawing from what I see

1. In your art book/sketch pad, make a representation of the shape of an object you have observed from your surroundings.
2. Share your work with your friend and discuss how the lines formulated the shape of the objects.

The natural environment dictates what to use to make art. The materials to use and the ideas presented in art works will be part of the life of the people in that area. This is called 'culture'. Culture is the way people live which is dictated by where they live. Your environment has a big influence on what you do and what you use in daily life.

Examining and Responding to the Natural Environment

You have enjoyed a tour around your surrounding environment. You must have seen objects of different appearances 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 realised that the natural environment provides us with the materials we need to make life enjoyable. Various artworks can be made from natural materials to serve different purposes in our society. Since we cannot do without the

environment, it is our personal responsibility to responsibly use, maintain and improve it.

Activity of Integration

Mr Visual Arts wishes to open a school because many parents and children enjoy his creative and expressive methods of teaching and learning. However, many students prefer to learn through certain subject areas. The students who wish to attend include Sarah English, Ali German, Franco French, Jude Mathematics, John Science, Mary Physical Education, Matia Agriculture, Gerald Art, and Geoffrey History.

Select any two students and write on behalf of Mr Visual Arts telling the parents of these students how their preferred subjects may benefit from the visual arts.

Chapter 2

Exploring Space, Line and Shape



Key Words

- elements of art
- principles of design
- design

You will need

- notebook, sketch pad, pencils,
- coloured pencils
- Computer with internet access,

After reading this chapter and practising its activities, you will be able to use line, shape, space, and colour as basic elements of art to create art works by:

- identifying the basic elements of art.
- exploring and learning to describe elements and principles of design.
- discussing the effectiveness of the elements applied in the artworks.

Introduction

Art is the language which communicates without using words. In verbal and written communication, we use words to convey a message. In art, elements and principles are like words in verbal and written the language which artists use to say something, in 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.

The Language of Art

When you watch an exciting game, do you keep the experience to yourself or you tell friends all about it? Sharing your excitement, experiences and feelings with others is a human trait. It is also a reason why artists like to make art. Artists are people who use observation, imagination and skill to communicate ideas in visual form. Throughout your study you will be communicating your feelings and experiences in different ways. You will learn techniques of expressing your ideas to be understood by other people. Using elements and principles of art will develop your visual literacy in a number of ways.

Elements of Art

When you look at any object what do you see? Can you write down for example, what defines a cup? Some of what you have mentioned are the elements and principles of art and design. They are the foundation of the language we use to talk about 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. The principles of art and design are **balance, contrast, emphasis, movement, pattern, rhythm and unity/variety**. The use of these principles can help

determine whether a painting is successful, and whether or not the painting 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. Understanding the elements of art helps you to see and interpret an object or interpret the artistic work and message in it. Study **Figure 2.1** and do **Activity 2.1**

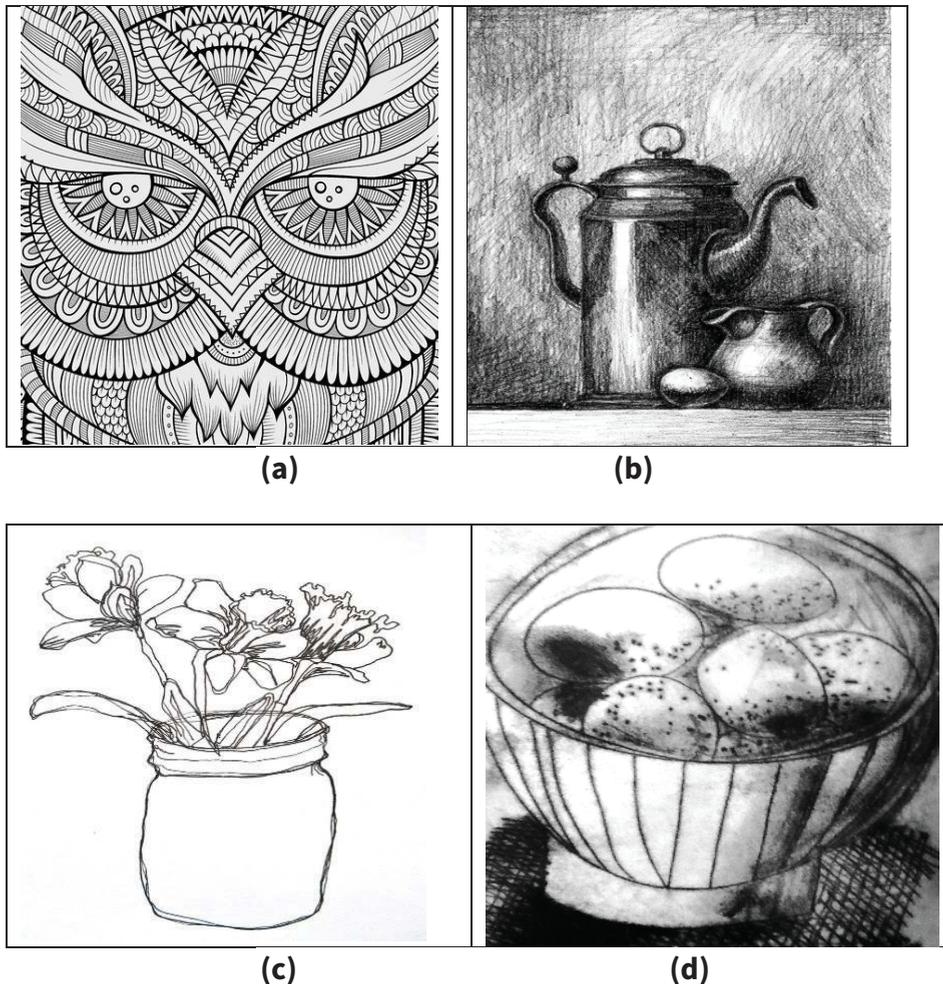


Figure 2.1: Drawings showing elements and principles of art

Activity 2.1: Identifying elements of Art

Study **Figure 1.2** and respond to the following question.

1. Identify and mention the elements used in the pictures.
2. Describe the particular parts where these elements are depicted.
3. Describe the difference in use of line in image (a) from image (b)
4. Write a brief description on the use of space in both images (a) and (d).
5. What is the difference between shapes of image (c) from those of (a), (b), and (d)?

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, criss-crossed in either regular or irregular patterns. A line may be two or three-dimensional, descriptive, implied or abstract.

We will learn more about lines in other later chapters.

Shape or Form and 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 a go. A shape may have an outline or a boundary which defines it, e.g. a circle is round. A shape is a two-dimensional object. Form, like shapes, has length and width. However, forms go a step further. Forms can be actual or implied, they have depth and roundness. 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.

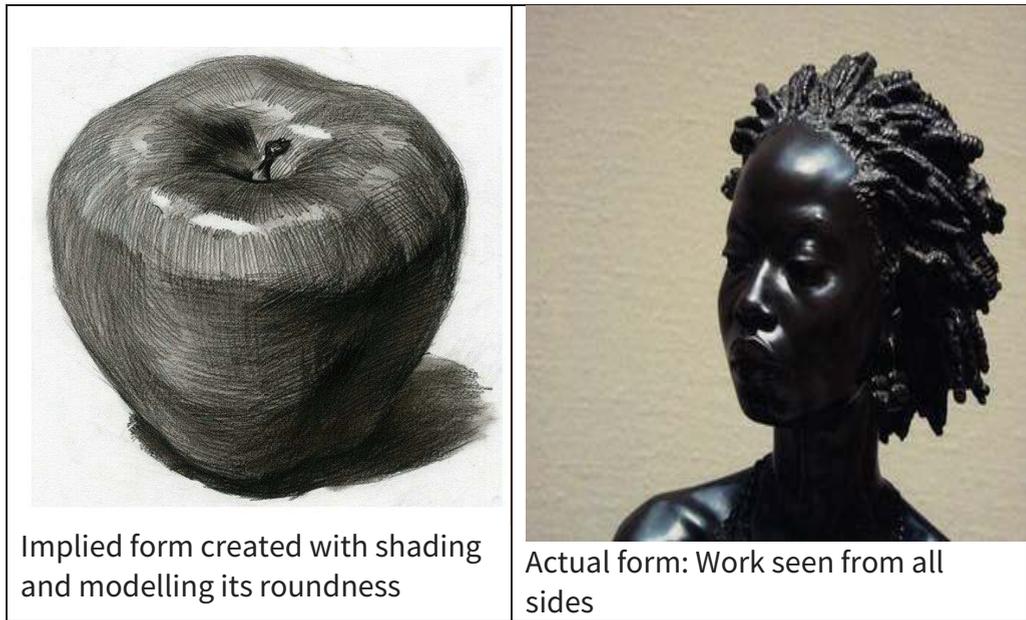


Figure 2.2: Elements in a human figure

Texture

Texture is the way the surface of an object feels. The feel may be suggested or actual. Surface may vary from smooth to rough, soft to firm, feathery to coarse. Texture in an artwork appeals to our sense of touch. Can you describe the texture of **Figure 2.2**?

Colour

Colour is a hue of an object as we see it when light is reflected from it. The colours that we can see are red, orange, yellow, green, blue, indigo and violet. We see colours differently because each travels at a different rate to our eyes. How many colours are in **Figure 2.3**? Can you name them?



Figure 2.3: Colours seen from a flower

Colour is everywhere. They are three basic colours called primary colours. These are red, yellow and blue. The rest of the colours can be got from mixing the primary colours. Colour beautifies the object and sometimes it biases the way we see an object.

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 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 class for discussion.

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

Experiencing Elements and Principles of Art

We tend to like what we see because of the way the elements and principles of art are revealed to us. Can you think of what makes you like one artwork or object more than the other? Sometimes it is because of colour, or texture or a combination of both. If elements are well used by an artist, the work becomes effective and people tend to like it. Study **Figures 2.4** and **2.5** and do **Activity 2.3**.

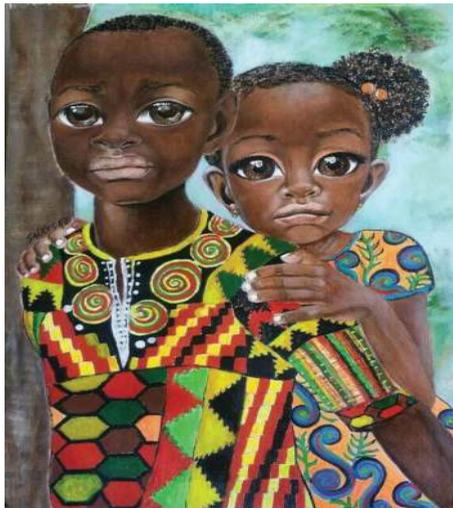


Figure 2.4



Figure 2.5

Activity 2.3: Experiencing with the element and principles of art

1. In groups, discuss how shapes, lines, form, colour, balance, contrast and pattern were depicted in the two artworks in **Figure 2.4** and **2.5**. Write down your responses.
2. Present your responses to the rest of the class.

Activity of Integration

In your school, the compound is full of beautiful natural setting. Every moment you look through the window, you feel like re-creating the objects to reveal your feelings about them. Using the knowledge and information you have about the elements and principles of art, choose a subject of you will respond to and report about your school compound by making art piece inspired by the shapes and forms of nature.

Chapter Summary

In this chapter you have learned to

1. identify the basic elements of art in a range of artworks.
2. explore and describe elements and principles of design as you make drawings.
3. use software to represent ideas.
4. describe the effectiveness of basic elements in an artwork.

Chapter 3

Exploring the Natural Environment



Key Words

- appreciation
- art forms
- artworks
- natural environment
- nature
- observation
- surroundings

You will need:

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

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

- appreciate the value of the natural resources for art production.
- understand how the production and presentation of artworks can affect the environment.
- apply environmentally responsible practices.

Introduction

In this chapter, you are going to explore the world around you. You will also appreciate the usefulness of the natural environment to the people. 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 create artworks and express themselves differently?

The way you make aesthetic/artistic choices is reflected in artworks which are influenced by family, culture and community. Imagine you were in a place with no plants, water, birds or animals. You might hear some saying: 'This place is not good to live in.' That might even suggest that you have no materials to use in making things you need in daily life.

Observing and Appreciating Nature

In this section you will learn about the importance of the natural environment to art production. Artists use visual images—things we can see and sometimes touch to communicate ideas. You will learn to do this after acquiring observation skill. There are various artistic ideas that can be developed as you observe the different objects from your surroundings.

You will pick interest in observing things of different appearances from the surroundings. Do **Activity 3.1** to start on the journey of your exploration and observation of your environment.

Activity 3.1: Getting familiar with your natural environment

In groups, do the following:

1. Take a journey to a nearby environment outside your classroom.
2. Look at your immediate natural surroundings and identify objects found there.
3. Discuss the main features of the natural environment in your surroundings.
4. Brainstorm how the objects from the natural environment could be used in the process of art making.
5. In your notebook, make use of the discussions you have had and write your understanding about the different ways how the natural environment influences:
 - (a) art making.
 - (b) people's way of living.

During your tour around your surrounding environment, you have seen objects of different appearance in shapes, sizes, colour and texture. Studying art will give you the power to challenge your thinking and see things with an artistic eye. Your desire 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. You will also learn how to perceive artistically with practice.

Hint

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

Your natural environment can serve as a source of raw materials. It can also influence your creative mind to make artworks. 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.

After doing **Activity 3.1**, you may have observed that the natural environment provides us with the materials we need in daily life. Various art works can be made from such natural materials to serve different purposes in our societies. For example, observe the objects in **Figure 3.1** and do **Activity 3.2**. Since we cannot do without the environment, it is our personal responsibility to responsibly use, maintain and improve on it.

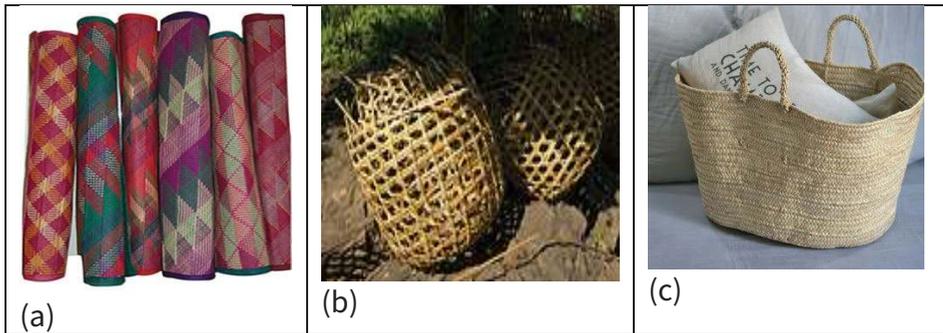


Figure 3.1: Objects produced from natural materials

Activity 3.2: Use of materials from the environment

In pairs or small groups

1. list down the different materials that were used to create the artworks in the pictures in **Figure 3.1**.
2. describe how such materials are prepared from the natural environment and how they can be kept safe before they are used in the artworks.
3. list the materials that can be got from your local area.
4. discuss the purpose of the artworks in **Figure 3.1** in the society.
5. give reasons as to why people should responsibly use the natural environment.

Materials for Drawing and Painting

From your tour around the school, you were able to identify materials that could be used for drawing. For example, some of these are shown in **Figure 3.2**. Some of these could be used in drawing or painting. These include charcoal as well as plants with leaves and flowers in different colours. Such materials need to be worked on in order to prepare them for drawing and painting. This can be through reshaping, manipulating, crashing them into powder, or extracting liquids from them.



Figure 3.2: *Some of the objects from the natural environment that can be used for drawing and painting*

Besides natural materials, also human made materials and tools for drawing need to be prepared. Some of these are shown in **Figure 3.3**. For example, pencils and crayons should be well sharpened in order to be used effectively. Powder colours should be soaked and mixed in water much earlier before they are used. In order to prepare your drawing and painting materials and tools, do **Activity 3.3**.



Figure 3.3: Artificial materials and tools for drawing and painting

Activity 3.3: Preparation of materials and tools for drawing

1. In small groups
 - (a) prepare sticks of charcoal and keep them in a safe place to be used later on in drawing.
 - (b) collect leaves and flowers in different colours and crush them to produce colours for painting. These should be kept safe in tins with covers.
2. Collect sticks, sisal/raffia, fibres/feathers, and make brushes (in different sizes) suitable for painting.
3. Individually sharpen your pencils/crayons ready for drawing.

Drawing and Painting Objects from Natural Environment

From **Activity 3.3**, you observe that the natural environment offers a lot of resources for artistic ideas. Can you identify any object from your natural setting near your school and imitate by drawing how it looks like? What made you pick on that object: is it colour, shape, texture or forms?

Activity 3.4: Drawing and painting from what I see

Pick two objects from your natural environment and do the following:

1. In your art book/sketch pad, draw the two objects and show their details regarding shape and texture.
2. Sketch the two objects on another surface and paint them to depict their natural appearance.

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. Now use the drawing and painting materials and tools you have made and do **Activity 3.4**.

Activity of Integration

Based on your observation of objects from your natural environment and using your favourite materials and tools, make an artwork either of a drawing or painting that reflects the natural environment and its value to society.

Chapter Summary

In this chapter you have learned to

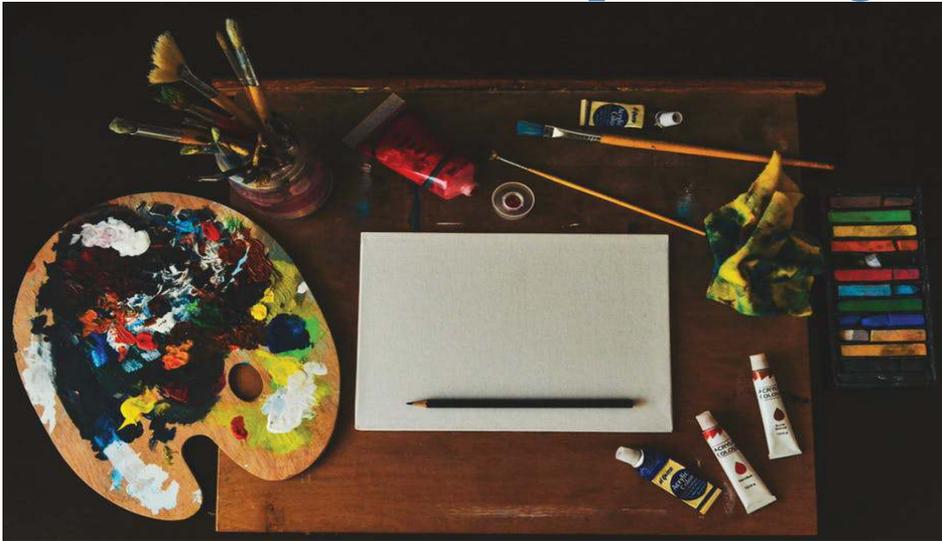
1. observe and appreciate the natural environment.
2. recognise the value of the natural environment to art making.
3. make material and tools for drawing and painting from the natural environment.
4. use materials from the environment responsibly.

Tips:

- Be careful when you tour the natural environment. Some objects have natural protection of thorns, and or **are poisonous and you should not touch them.**
- Be cautious of the environment. Use it sparingly to avoid destruction of plants.

Chapter 4

Introduction to Graphic Design



Key Words

- graphic design
- illustration
- image
- font
- ascenders
- descender
- baseline

You will need

- notebook, sketch pad, pencils
- coloured pencils
- stencils, letter sets,
- a geometry set
- computer with internet access, old newspapers/ magazines

After reading this chapter and practising its activities, you will be able to use basic the elements of graphic design as a language of graphic communication by

1. making a research on graphic design as an artistic 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 poster.
5. exploring a variety of post school pathways and careers related to graphic design and associated work habits.

Introduction to Graphic Design

Graphic design is a branch of art that uses the following as forms of communication: diagrams, logos and monograms, signs and billboards, labels and packages, advertisements and posters, newspapers and magazines or brochures.

Graphic design combines the art of lettering and illustration to communicate a message to others. **Lettering** refers to the written alphabet to which you are accustomed. The English alphabet may be written in upper or lower case. It may also be written in various styles called **letter fonts**. **Illustration** refers to the image that is used along with the lettering (words). 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.

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.

Activity 4.1: Discovering the art of graphics

1. In pairs, visit the library or the computer laboratory and carry out a research on the art of graphic design. In your art book, write down information on the development of graphic design as an artistic language.
2. Identify some examples from your research graphic artworks that you consider to be effective.

Observing Basic Elements of Graphic Design

Look at **Figure 4.1** 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?

Discuss each of these elements in pairs before you can use them. As a class or in pairs do **Activity 4.2**.

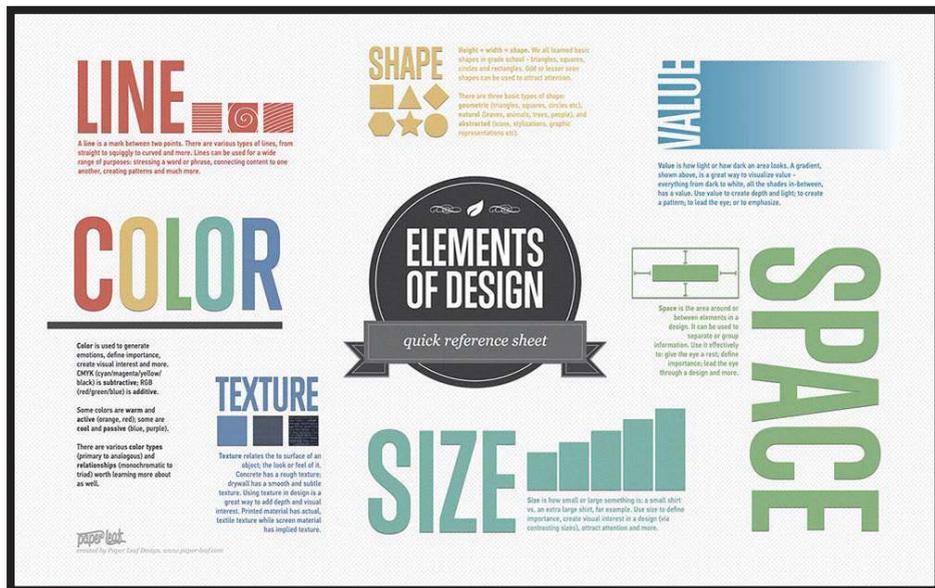


Figure 4.1: Seven elements of graphic design

Activity 4.2: Understanding graphic art

1. In pairs, discuss how graphic art differs from other branches of art.
2. List down the elements of graphic art and discuss how they relate with elements and principles of art.
3. Why do you think images or illustrations and letters are key features in the designing of a graphic communication?
4. Discuss how you can design and present the message to the audience.

5. Present your findings to the class.

The Seven Basic Elements of Graphic Design

The spectrum of colours is produced when light passes through a prism (red, orange, yellow, green, blue, indigo and violet) and are arranged in a segmented circle. 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 3.4 gives you an idea of how Newton's colour wheel appeared.

Colour

The colour may even be the most important element of a design, because it offers the most powerful visual impact at a single glance. Colour is obvious and does not need basic graphic skills to be noticed. While lines and shapes mean the same thing as in the reality, only at a little more profound level, the colour means exactly the same thing as in the nature. Colour creates emotions—red is passionate, blue is calm, green is natural.

Even if you do not realize this, colours have a clear effect on your mind. But knowing how hue, saturation, shade, tint, tone or Chroma work together is crucial for a graphic designer.

Value

I did not specify value above, even if it is closely related to colour, because value is more general and represents how dark or light a design is. Value has a lot to do with mood too, only at a more profound level. Understanding colours will take you close to perfection, but knowing how value works will take you beyond this. Lighter designs offer a different impact and feeling than the dark ones and you need an expert eye to notice differences and decide which one is the best.

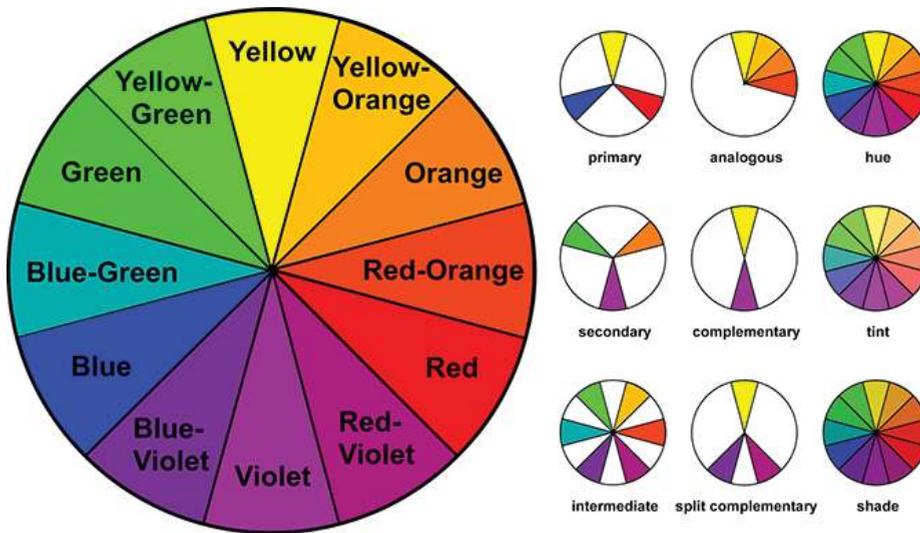


Figure 4.2: Colour wheel

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.

Scale

The scale of different elements in a design will have a big impact on how your audience views and makes sense of your 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).

Shape

A shape can be loosely explained as anything defined by boundaries. There are two categories of shapes to consider:

Geometric shapes 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.

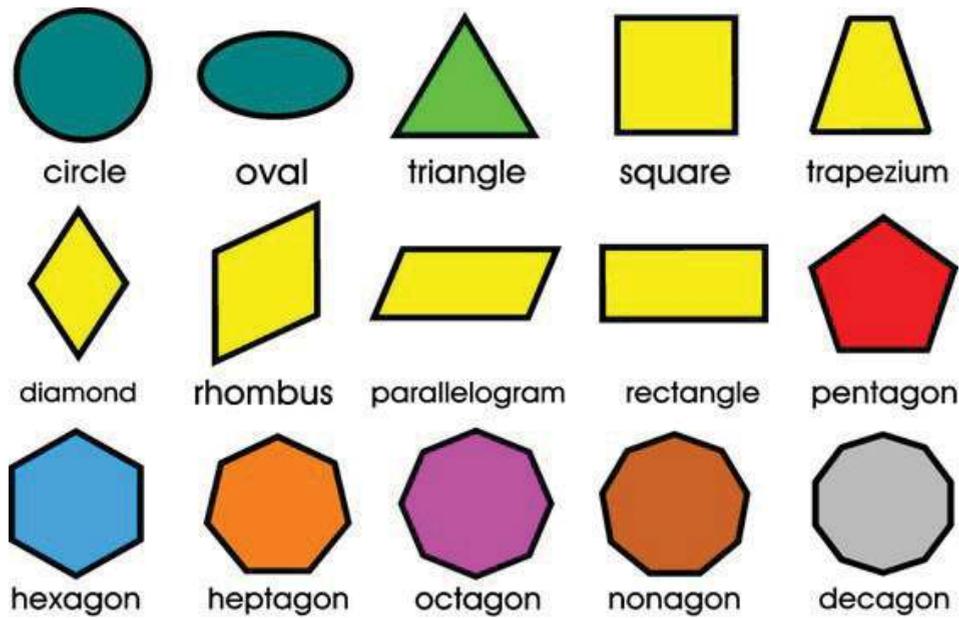


Figure 4.3

Space

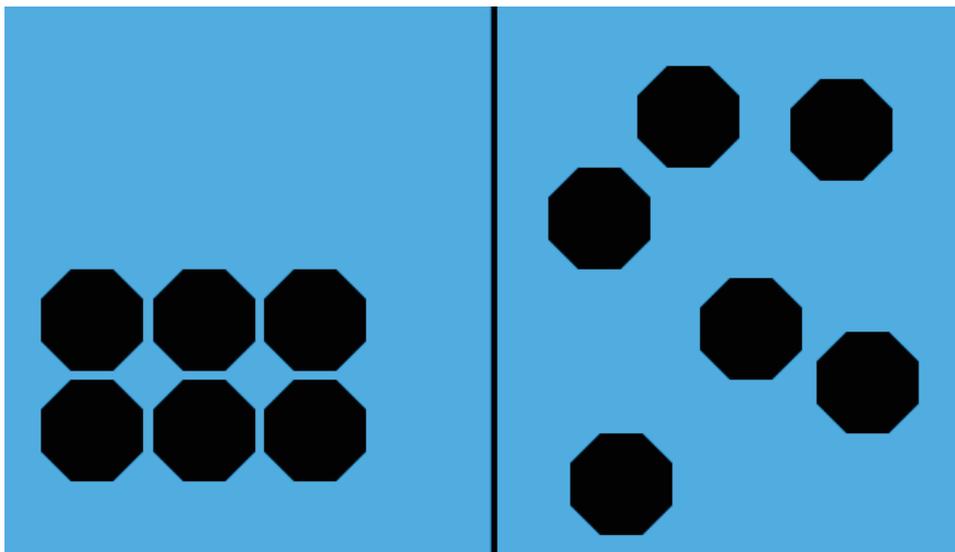
Space is exactly what it sounds like: the empty areas between elements in your design. When it comes to creating professional-looking designs on your own, sometimes what you *do not* include is just as important as what you do.

When working on a design, consider not only the elements you are including, such as images and text, but how they are 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.

In the example below, you can see how changing the space and grouping of the elements creates a completely different feeling in the composition. On the left, the uniform space between the elements creates a sense of order and security. On the right, the varying spaces between the elements convey a sense of disorder and confusion. The space and how it is used is crucially important in design. Lately the “white space” also called negative space became widely used because it allows the human eye to read easily.

For whoever is not familiar with the term “white space”, it does not mean precisely space filled with white, but every area of the design which is only filled with the background colour. You can see several examples below to better understand the concept.



Contrast

Contrast refers to the juxtaposition of elements that strongly differ (big versus small, light versus dark, etc.) to create visual interest or draw attention to particular elements.

Without contrast, our designs do not just lack lustre and are boring to look at, they are also difficult to understand. A lack of contrast is often

what separates mediocre design work from designs that look professional, polished and clear.

Textures

The textures were not very popular a couple of years ago, but they tend to become more and more used. They replaced (or compete with, if we can call it a competition) the single-coloured backgrounds.

Textures can look similar to solid background colours, but a closer analysed may show noticeable differences. Texture styles include paper, stone, concrete, brick, fabric and natural elements, among flat or smooth colours. Textures can also be subtle or pronounced and can be used sparingly or liberally. They work with pretty much everything.

The Use of Fonts and Illustration in Graphic Design

Sometimes letters might not work alone to communicate a desired message. Illustrations are images that support or supplement the visual image in graphic design. We often see this in newspapers and magazines. Make use of newspapers and magazines to study the use of letter fonts and illustrations to communicate a message.

Why letter fonts are important?

Every day we are influenced by fonts, typefaces and lettering. However, we might not realise it at the time. The careful choice of typefaces help us to recognise our favourite brands, they help us to read information more clearly, and when we write something in Word our choice of font reflects how, what and why we want to communicate with people; for example, choosing to use a letter type, you do it for a reason.

Using Basic Elements to Design a Poster

Posters are one of the oldest, most tried and true types of marketing content for

- advertising events.
- introducing products.

- promoting campaigns.
- communicating educational information and a lot more.

Posters are so diverse. They can be designed for web, print or both. You can make them as creative or as classic as you want. The possibilities are endless.

Activity 4.3: Designing a poster

1. In small groups or in pairs, discuss the best way to communicate a school event to the public.
2. Using either a computer or free hand designing, design a poster advertising the inter-class music and drama annual completion due to take place at end of the term in the school dining hall.
3. Make use of shapes and colour

What is the Role of Graphic Designer?

A graphic designer uses visual elements to communicate messages through print and electronic media. He or she develops designs for magazines and newspapers, websites, packaging, video games, promotional displays, and marketing materials. Graphic designers work for advertising, publishing and design firms.

Do you know what graphic artists do? In pairs, research careers and work habits associated to graphic art.

Graphic designers who specialize in letter fonts are called typographers. Typographers sometimes use traditional materials, but more often they use advanced computer software. You can read more about the careers of graphic designers when you search the Internet or visit the publishing industry. Many typographers and calligraphers dedicate their entire lives to the artistic creation and design of typefaces, fonts or decorative lettering for wedding invitations, formal letters, logo designs and other graphic design projects.

Activity of Integration

Using the knowledge and skill you have acquired about designing letter fonts and illustrations, design a scrapbook cover bearing your name with a suitable illustration. Give the book an appealing colouring.

Chapter summary

In this chapter you have learned to:

1. explain the term graphic design and its terminologies.
2. formulate letters while following the design process.
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.

Tips:

- Keep your graphic materials and tools safely.
- Maintain a clean working environment free from litter and colour smudges.

Chapter 5

Multi Media: Mosaic/Collage



Key Words

- multi media
- collage

You will need

- recycling materials
- adhesives
- cutting tools
- paints
- stitches
- needles
- pins
- threads

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

- define and explain the terms decorative art and collage.
- list, understand and follow the stages in the process for creating own pieces of collage.
- explore the techniques of collage and engage ideas and techniques for future development in collage.
- creatively use available materials from the surrounding environment to make collage art.

Introduction

In this chapter you will learn about creating artworks using collage.

Collage is one of the craft within decorative art and craft. In decorative art

and craft you can use any material to create artworks. While doing collage, depending on the materials you work with, the pieces are combined using different materials. Suitable types of adhesives, pins, staples, fasteners or threads provide good variety to choose from.

The word collage is French for gluing or pasting. The materials include paper and fabric, but cardboards, plastics and synthetic materials may be used. A collage is usually made by sticking together pieces of one material of different sizes, shapes, colour, values and textures. These materials may be cut, torn, folded, twisted or woven.

Collage Techniques

Collage techniques include: Overlapping—similar to the appliqué technique of gluing or sticking pieces on top of another material.

Inter-penetration—similar to appliqué but with some areas interring others.

Gradation—showing tone changes to create a feeling of distance.



Figure 5.1: Paper Collage work

Activity 5.1: Understanding the concept of Collage

Study **Figure 5.1** to do this activity.

1. What materials were used to create the artwork?
2. How did the artist use the element of space?
3. Give an appropriate title to the artwork

The Collage Making Process

The process in collage making is intended to develop your ability in craft-making. You will research; select what to create; select what technique to use; create your drawing (sketching) for the collage work; apply ideas for good composition; add details and present the finished work. Along the way, you will also be reminded about using elements and principles of art and design.

1. **Research:** Requires you to find out information about something. When you do research, e.g. in collage, you try to observe and explore what is created or written. This leads you to what, why, and how the work will be done. The questions that keep on coming as you prepare to do collage will be answered when you make research.

Such questions are: what is collage? How is it done? What do I need to make a collage? What is the purpose of my work? In one way, the research helps in your planning process.

2. **Select the topic:** Because of wide variety of materials and techniques available, you will need to make decisions early. Choose an object/topic or theme that is simple to design, and which uses materials that are easy to find and manipulate.
3. **Create a design:** From your research, select pictures of the theme or subject you will use. Make use of a few pictures and examine them to select the one that is most interesting. Draw your design using a pencil and paper and work with a scale.

Observe your space as an element of design to consider the negatives and positives. The image should be your centre of interest. Collage requires a paper base. Cut or tear out your

collage pieces. Separate them by layers, then attach them as by the designs for each layer. Begin by gluing/sticking into their positions to make artistic sense. Clear-drying glue is recommended.

4. Finishing the artwork: See that all edges are well stuck. Again work carefully to avoid glue or paint where they are not needed. Keep flat and in a dry place, pinned to a flat surface, and allow drying.
5. Present the finished collage: Your picture will look complete with a mat or a frame around it. Measure the width and height of the artwork and then extend both the measurements by approximately 4 cm at each end while making a mat.

Activity 5.2: Making a collage

Create a collage based on any theme of your choice. Use printed materials such as newspapers, magazines, brochures, flyers, calendars or labels.

Activity of Integration

Create a photograph collage of your class. Each learner in your class should submit one photograph of himself or herself. Select photographs that show a variety of activities from as many subject areas as possible. Creatively represent the class as one picture by cutting and sticking the individual photographs together onto a hard board.

OR

Compile a photographs from newspapers and magazines of different people who have made significant contribution to your country in various ways. Creatively make a collage work using these photographs by gluing them on a hard board. Give your work a deserving title.

Chapter Summary

In this chapter you have learned to

1. explain and use terms associated with collage.
2. follow the process for creating a collage.
3. creatively use available materials from the surrounding environment to make collage art.
4. apply your knowledge and understanding to speak and write effectively about collage.

Chapter 6

Introduction to Fabric Decoration and Printmaking



Key Words

- printmaking
- surface decoration
- pattern
- motif
- impression
- block
- plate
- matrix
- mono-print

You will need

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

After reading this chapter and practising its activities, you will be able to create patterns for decorating surfaces. You will do this by

- exploring various traditional and contemporary techniques of printmaking.
- applying and documenting the process of printmaking.
- explaining the idea of printmaking as a method of surface decoration.

Introduction

Motif designing is a process that is used to make images desired for printing on a surface. It is one of the methods used in printmaking. Printmaking 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 create an impression.

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 prepared an idea on a surface which is called a **motif**.

Exploring Motif Making



Figure 6.1: Motif patterns

Motifs may be made from either natural or humanmade materials. Naturally occurring materials include vegetables, wood, metal and stone. Human made materials include paper, plastics, fabrics and linoleum. Some of the materials can be used in their original form while others must be manipulated.

Observe the patterns of **Figure 5.1**. What are the possible sources of

images in the motifs? What objects from your surrounding can inspire you to make a motif for printing? You need to find out more about printmaking and motif designing from other sources such as the Internet and school library before you make effective motif designing.

Patterns from Nature

You need to have an interesting idea to print. Your natural environment is a source of ideas for you to observe objects for printing. You may be interested to portray shapes, texture or colour of an object. You will have to simplify the object and re-arrange its appearance to suit your pattern.

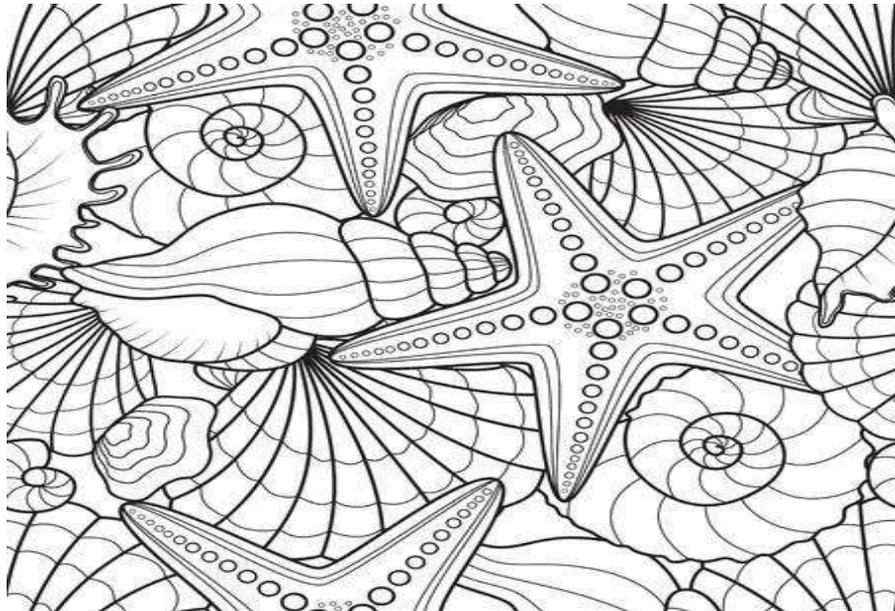


Figure 6.2: Line motif

Activity 6.1: Printing from nature

1. In groups, move around your compound and identify natural objects with interesting features such as shape, lines or texture.
2. Attracted by any of the elements mentioned in number 1, collect any object with interesting features.
3. Back to your classroom, apply ink or colour on one side of the object and press it on a clean sheet of paper
4. Make several repeats, creating the desired pattern
5. Display your work in class and discuss with friends your success and challenges

Designing a Motif

There are various stages you go through to produce a motif and later a print. Each of the stages has sub-types that achieve varying results. You need to do research as you go through them. In this section you are going to develop a motif for a mono-print. “Mono” means one.

Mono-printing is a technique that produces only one print because the ink or paint is transferred from a flat surface. You may wish to begin your introduction to printing by creating a mono-print, because the procedure is simple to follow. Mono-printing will help you to learn and refine your understanding and skill in applying colour, transferring the image and approving the quality of registration.

Follow a process to create a good motif. Remember, the key milestones: research, plan and sketch, transfer, execute the printing and display your work. These steps will enable you to handle one activity after another.

Activity 6.2: Designing a motif for a mono-print

Design a motif following the printing process:

1. Inspired by your surroundings, choose an object you intend to use as image for your motif as shown in **Figure 5.2**.
2. In your sketch pad, draw an object you have chosen, simplifying it by removing the details.
3. Create positive and negative areas to make a pattern.
4. Transfer the image on another hard paper or surface, and using a cutting tool, remove all areas that are negative.
5. Apply the colour or ink of your choice to the motif and press it on a clean paper to create a print.
6. Display your work and with friends in class discuss your success and challenges.



Figure 6.3: A mono-print motif created from a single leaf

Motif Patterns and their Applications

Artists use their creativity to decorate surfaces to kill boredom. Imagine a situation where all surfaces are bare and look the same! The world would be boring. Motifs designing will enhance the appearance of surfaces in textiles, interior wall decorations, utensils, name it. The decorations vary and develop from a mono-print to multi-colour prints. To make a successful motif, you must re-arrange the following: lines, shapes, and pattern. The motif should be based on a theme to ease your design process. Study **Figure 5.4** and in your exercise book describe how the motifs interests you.

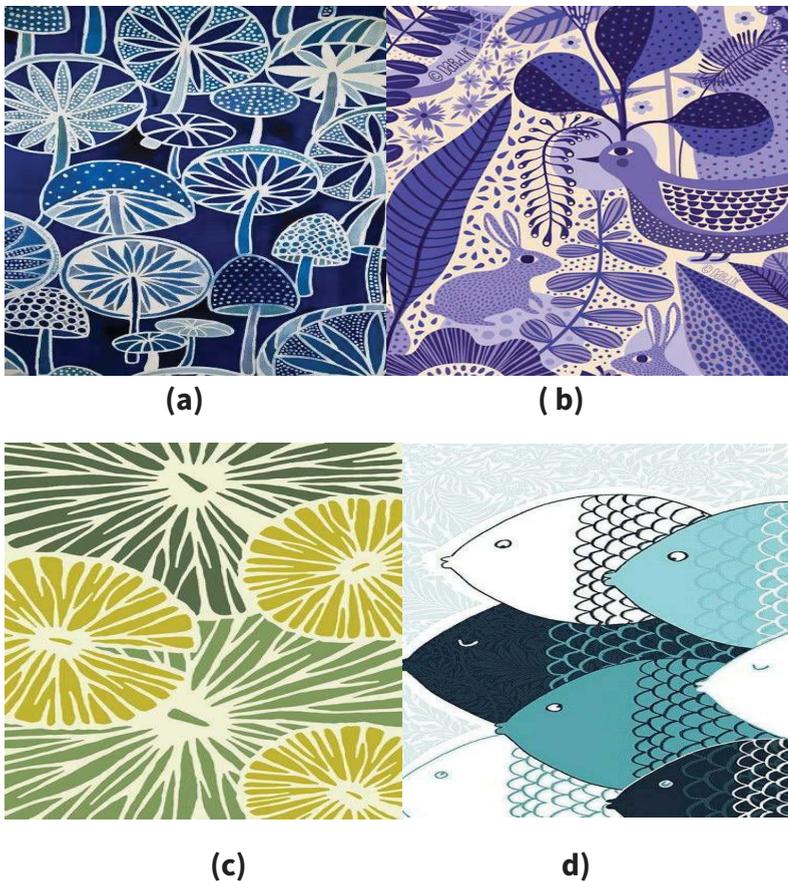


Figure 6.4: Motifs from the natural environment

Activity of Integration

Context: The bedroom for your three-year-old brother has bare walls with no decoration at all. Inspired by your natural environment, design a mono-colour print to be used to decorate your young brother's bedroom.

Chapter Summary

In this chapter you have learned to

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

Tips:

- Lines, shapes and pattern are important while making designs. To make a successful motif, these have to be artistically arranged and precisely determined.

Chapter 7

Introduction to Pottery



Key Words

- clay
- three dimensions
- two dimensions
- pottery
- earthenware

You will need

- sketch pad
- pencils
- clay
- clay tools
- hard board
- computer with internet access
- library access

After studying this chapter and practising its activities, you will be able to

1. use clay for making three-dimensional earthenware that serves a purpose.
2. research the creative use of clay.
3. apply responsible practices in production and presentation of artworks to protect the environment.
4. adapt African styles in own artworks.

Introduction

Artworks or objects that can be viewed from all round is what we call **three-dimensional art**. Three-dimensional objects differ from two-dimensional objects because they are not flat. Look at the painting and drawings or a calendar on the wall. These are two-dimensional artworks and objects. They are done and viewed on a flat surface.

They are seen from one direction only. However, three-dimensional artworks can be viewed all round—in three dimensions of length, width and height or depth. Look at **Figure 7.1**. Can you identify the three sides of the images?

Artists use any materials to create three-dimensional artworks. The common natural materials used include stone, wood and clay. In this chapter you are going to learn how to use clay as a natural material to make three-dimensional artworks that serve a specific purpose.

Discovering Clay Material

Clay is the most common and cheap material to use. Clay is part of the soil that can be made workable with water, dried by air and is made durable with fire. Clay is a natural resource used by people to make earthenware artworks; for example, pots for various uses, cups, plates, etc. Have you ever known where clay is found? In groups do **Activity 6.1** to find more about clay as a natural resource for making earthen-ware artworks.

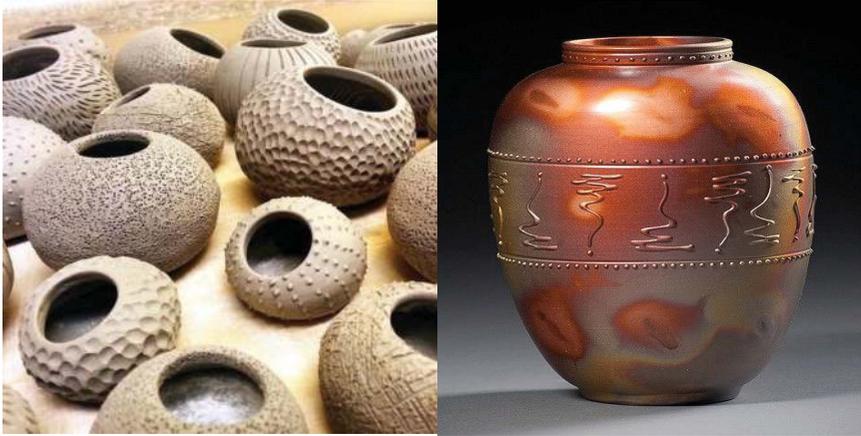


Figure 7.1: Three-dimensional artworks

Activity 7.1: Discovering clay as a natural material

1. Using the internet or visiting the library look for information regarding places where clay is found, and make your own notes.
2. In groups, discuss how you can identify clay from other soils.
3. Identify three dimensional objects you can make using clay and the purpose it will serve the community.
4. Make a sketch of the object you intend to do out of clay in your sketch book.

Although we will be using clay to make pieces of artwork, clay is also used in industries to create items such as bricks, building and drainage tiles, plumbing fixtures (toilets and sinks). Using clay can be an interesting creation of three dimensional works. You are going to learn how to use clay to make a pot. You need to practice the process of creating your pinch pot.

Pottery

Pottery is the forming of a ceramic body into objects of a required shape often using clay. You can use clay to form ideas of different shapes. But

before working you need to understand the process you have to go through.

Rarely can one successfully use clay just as it is dug from the ground. Depending upon its origin, clay usually contains large impurities such as vegetation matter or rocky debris. It is important to know the general process by which it is prepared for use: Digging up a lump of clay and storing it, preparing it using different methods, keeping it in a cool place, and using it to make artworks.

Some of the best places to look for clay include:

- river banks
- stream beds
- road cuts
- naturally exposed earth such as in gullies

Is a part of the **earth**

Is made workable with **water**

Is made durable with **fire**

Clay Methods

There are three common methods to creating basic constructions: Carve, coil and slab. The technique of **pinch** is used to easily form a shape. You may also join two of these shapes together to create a spherical form that could be the body or head of an animal, bird's house, etc. **Slab** is 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 where tools are used to cut out shapes. You are going to start with the technique of pinching to create a pinch pot.



Figure 7.2: Pinch pots serving different purposes

Making a pinch pot

Pinch pots are used for different purposes. **Figure 6.2** shows pinch pots being used in different ways. Can you think of what pinch pots can be used for in your community? The size, shape and decorations all depend on the artist. In fact, the beauty of the pinch pot technique is that the only limiting factor is your imagination. Let us follow the process of making one.

Clay preparation

Clay straight from the ground needs 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.

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 (**Figure 7.3**). While revolving the ball in one hand, press the walls out evenly

with the thumb into the inside and the fingers on the outside. Smoothen the surface with a damp sponge.



Figure 7.3: Stages of forming a pinch pot

It would be difficult to create an entire form by simply pinching. You may add thick coils (**Figure 7.4**) to help shape and add height to the work. Make sure it is uniform in thickness, and then slowly start to roll out the coil, using your entire hand, held flat, rather than just your palms.



Figure 7.4: Adding coils

You can add decorations according to the purpose and inspirations.

Activity 7.2: 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.

Activity of Integration: Project

Function and decoration are key in artwork. People should keep their places of living artistically orderly. Create three earthen pots using any of the method: coil, slab, and pinch techniques. Give your artwork a textured surface that depicts the natural environment as your inspiration. Present your work and explain its function, and take photographs for your art journal.

Chapter Summary

In this chapter you have learned to

1. identify where to find clay as a natural resource.
2. make responsible use of the environment in the making of artworks in order not to affect the environment.
3. familiarize African styles into own artworks.

Chapter 8

Crafts from the Natural Environment: Basketry I



Key Words

- fibre
- mixed media
- collage
- utilitarian
- social well-being
- synthetic

You will need

- sketch pad/note book
- pencils
- glue
- cutting tools
- library access or a computer with internet access
- fibres

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

1. make functional crafts based on the cultural setting for sale.
2. discover that your natural environment contributes to peoples' well- being.
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.

Introduction

In Uganda almost every home has a woven object made out of natural fibres. There are many naturally growing fibres used to create attractive woven artworks. A natural fibre is a material that can be produced by plants or animals. It is used in lengths or parts (strands). They are also human-made fibres called **synthetic**. Sometimes the two fibres can be used in a mixture, but culturally the natural fibres are used separately and independently.

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. They are used for a variety of purposes, such as carrying harvested crops from the fields, food from the market, goods for sale and also for storage. What other artworks in your locality is made out of natural fibres? What is the purpose of the artwork to the community?



Figure 8.1: Woven articles to serve various purposes

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. The product can be used for retail sales or developed further into furnishing or home decoration items. You are connected to the past through this tradition.

Activity 8.1: Discovering fibre arts

Study **Figure 8.1** and do this activity:

1. List the materials that you think were used to make objects in **Figure 8.1**.
2. Mention five objects 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 objects are made by the African people?

Weaving Techniques

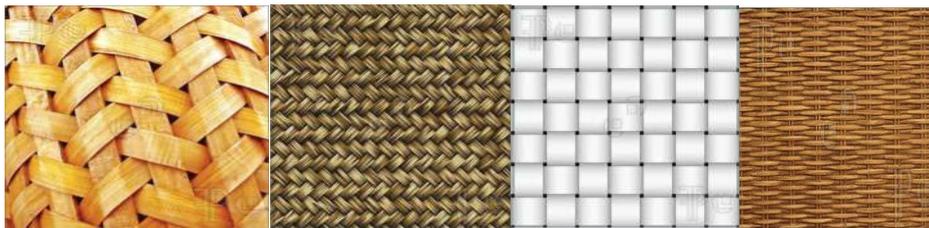


Figure 8.2: Images of weaving techniques

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.

Figure 8.2 shows the four common techniques of weaving. Have you ever seen objects done using any of these techniques?

Coiling	Plaiting	Wicker	Twining
<p>Coiling is more like sewing. Coiling begins at the centre of a basket and grows upon itself in spiral rounds, each attached to the round before. These strands are single pieces of plant fibre that have been trimmed to a uniform size.</p>	<p>In plaiting, or checker work, two elements are woven over and under each other at right angles.</p>	<p>In wicker the basket-maker weaves the weft material over under a stiff foundation or warp of rods or bundles of fibre.</p>	<p>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.</p>
			

Table 8.3: Weaving techniques

Making Woven Articles

Weaving can be interesting to learn. You need to prepare to have the necessary materials with you. The traditional fibres used in basketry

reflect the local environment. They include palm, sisal leaves and fibre, raffia (African bamboo), fibrous tree and climbing plant such as vines, palm leaves, cane and papyrus. Depending on the article you intend to weave the technique may be different. Study **Figure 8.2** for different techniques.

The weaving technique itself has had many innovations with more than two strands woven at once to add variety, texture and pattern artwork. There are a few techniques generally categorized by the materials that are used for weaving.

Table 8.3 explains them. Research to find out about these techniques and materials.



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

Figure 8.3: Patterned woven baskets

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 you intend to make, materials available and tools. There are four major techniques used in many of the woven crafts.

Patterning can be in the form of decorative bands or geometric shapes: lozenges, triangles, diamonds, star or flower shapes, zigzags, swirls or chequer board 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 8.3**. What reflects African context and influences in the crafts shown in **Figure 8.3**?

Activity 8.2: Making woven articles

Under the guidance of the teacher:

1. design a small basket using any of the weaving techniques preferred, based on African cultural elements.
2. apply environmentally responsible practices not to affect the environment.

Explore possibilities of selling the products and write a report of the findings.

Maintaining Continuous Supply of Materials

The environment is our source of materials we need to keep making woven articles. If harvesting the materials from the natural environment is not controlled, soon it will not be possible to make art. As you access the environment for the required materials, be aware of protecting the source of your material supply. Acting irresponsibly on the environment as you harvest materials will destroy it. You need to be sure of a steady and continuous supply by guarding your environment which is a source of raw materials.

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.

Integration Activity

Context: In your school dining room, the learners use improvised ways of getting snacks served to accompany tea. Some fold papers, others fold their hands. Using the knowledge you have on using local materials to weave 3-dimensional objects and, ideas drawn from the local artists and your research, design a small patterned and utilitarian basket embodied with African style for use in the dining room as snack baskets. Use any local material and technique of weaving to suit your choice.

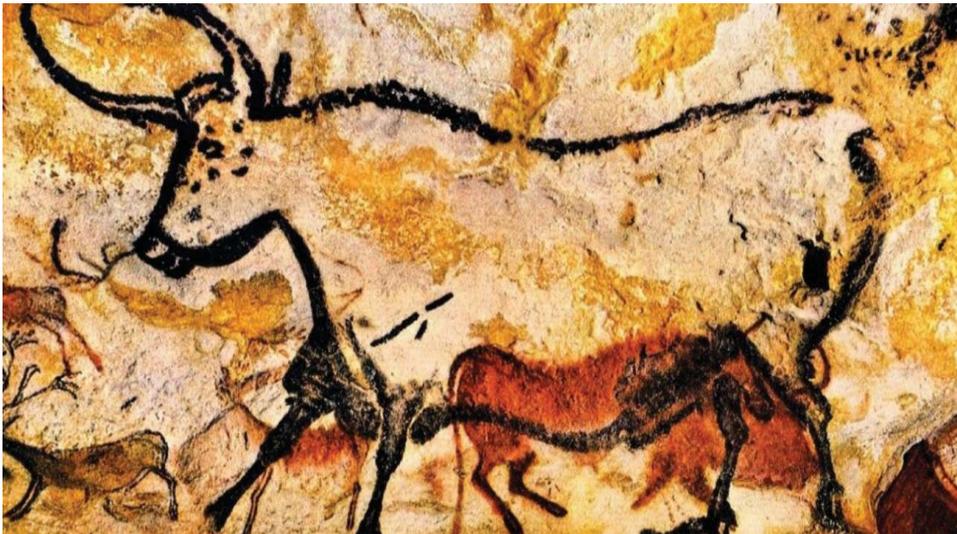
Chapter Summary

In this chapter you have learned to

1. make use of your natural environment to make woven objects that contributes to people's well-being.
2. follow the stages for creating utilitarian artworks using materials from the natural environment based on the African cultural elements.
3. apply your knowledge of preserving the natural environment in the making and presenting of artworks.

Chapter 10: Ancient Art

Pre-historic Rock Art of the Palaeolithic Periods



Key Words

- pre-historic
- cave art
- superimpose
- Palaeolithic
- Neolithic
- rock painting

You will need:

- notebook, sketch pad, pencil,
- access to the Internet

After reading this chapter and practising its

activities, you will be able to

- explain the development of art styles used in the pre-historic era.
- identify the artworks produced in the pre-historic period and their purposes.
- identify the main ancient civilizations and the corresponding art styles.
- explain the social and technological development of cave art.

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 practised by different people in different generations? Art reflects people's way of life (social, economic and political).

You will observe that Art has been practised by different people, right from the pre-historic period to the current generation. Therefore, we can tell a lot about how people lived by studying their artwork.

In this chapter, you are going to learn about the style of art during the pre-historic period (also known as the Stone Age).

Pre-historic Art Styles

In your history lessons, you learned about the Stone Age. This is the period when man used stone as a basic tool for doing various activities. It is an era before man started to record events in writing. The early people made artworks in a unique style. During this period, people created various images in form of drawings, paintings and sculpture. Such artwork is what we call pre-historic art. For example, observe the art works in **Figure 9.1**.



Figure 9.1(a): Pre-historic rock art



Figure 9.1(b): Pre-historic artworks

Activity 9.1 Pre-historic art styles

In groups, observe the painting in **Figure 9.1** and answer the following questions:

1. What kind of figures do you observe in the painting?
2. How were these figures painted to form the composition?
3. What colours were used in the painting?
4. On what kind of surface was the composition painted?
5. What does the sculpture represent?
6. What kind of material was used in the sculpture?

Hint

The pre-historic people basically lived in caves, and therefore, most of their painting was done on cave walls and ceilings. That is why it is also referred to as **cave art**. The style of painting figures on top of each other is what we call **superimposing**.

The Pre-historic Art Periods

The Pre-historic period is divided into the **Palaeolithic** and **Neolithic** period. The Palaeolithic period is also known as the Old Stone Age (60,000-10,000 BC). During this period, people basically lived in caves and survived on hunting animals as the major source of food. Therefore, they painted animals on rock surfaces, with a belief of capturing their

spirits (*magic*) in order to have a successful hunt the next day. Since artworks were mainly painted on rock surfaces, they are referred to as **rock paintings**.

Activity 9.2: Discovering Pre-historic art styles

Individually:

1. gather information from the library and internet about the Palaeolithic and Neolithic periods and the art (60,000-3,000 BC).
2. note the significant locations and development on a time line.
3. use sketches to depict artefacts and cave art.

The Neolithic period is also referred to as the New Stone Age (9,000-3,000 BC). This is a period when people started living with neighbours as forming societies and villages. They formed simple structures for living in and made more tools for survival. They also made artworks in form of sculptures, such as the ones in **Figure 9.2**.



Figure 9.2: Sculptures of the Neolithic period

Observe the images in **Figure 9.2** and work out **Activity 9.3**.

Activity 9.3: Neolithic art styles

Individually, do this activity:

1. What forms were represented in the sculptures of **Figure 9.2**?
2. Name the materials and tools that were used to form the artworks in **Figure 9.2**.
3. What is the purpose of the artworks presented?
4. Gather materials from the natural environment to make copies of the pre-historic art forms.

You can visit the Internet to see more artworks that were done during these periods. You will observe that during the Neolithic period, sculptures were done with human figures. These were done in quick and sure lines, engraved on rock surfaces. Such works were done most likely to serve as rituals.

Activity of Integration

The early civilization before history was written, made art that evidenced their existence. Research these civilisations based on the following questions:

- a. When did they exist?
- b. What type of art did they make?
- c. What materials did they use?
- d. Where can their art be found today?
- e. What are the common elements/characteristics that identify their civilization?

Chapter Summary

In this chapter you have learned to

- i) trace the development of art styles used in the pre-historic era.
- ii) identify the main ancient civilisations and the corresponding art styles.
- iii) explain the social, technological and cultural development of ancient Egypt reflected through art.
- iv) discuss the elements followed in the artwork of ancient civilisation.
- v) use your understanding to speak and write about the ancient art.

Chapter 11

Ancient Egyptian Art



Key Words

- Neolithic era
- Egyptian art
- sphinx

You will need:

- notebook, sketch pad, pencil
- access to the Internet

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

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

Finding about Ancient Egypt

It is estimated that the ancient Egyptians lived after Neolithic era. Neolithic means New Stone Age. 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 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 river increased by the rising waters. 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.

The rulers of ancient Egypt were called pharaohs, meaning 'great house'. They were very powerful over the people and the land. They ruled with the help of officials called viziers who collected taxes and acted as judges. People believed that the Pharaohs were descended from the sun god, Re, and that they joined Re in the next world when they died.



Figure 10.1: Ancient Egyptian farmers at the Nile banks

Activity 10.1: Neolithic art styles

Individually do this activity.

1. Where and when did the early Egyptian people live?
2. Name the social activities of ancient Egyptians and what influenced their style of living?
3. What are people doing in **Figure 10.1**?

Ancient Egyptians 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 10.2: Ancient Egyptian Pharaoh with his subjects

The sculpture of the 'sphinx' is one of the great works of the ancient Egyptians. 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 the god Horus. Ancient Egyptians worshipped many different gods and goddesses, many of them represented by animals which were turned into sculptures.



Figure 10.3: The image of Egyptian sphinx

Ancient Egyptian Architecture

The pharaohs, priests and the royals lived in well build houses adorned with paintings and sculptures. The pharaohs believed to be agents of god, when they died they 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 god, still needed servants in another world. This used granite doors and false passages to deter robbers. However, by 1000 B.C all pyramids had been robbed of their precious contents.



Figure 10.4: Ancient Egyptian Pyramid

Ancient Egyptian Paintings

The Egyptians were lovers of beauty and fashion. The goddess associated with adornment was 'Harthor 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 10.5(a): Ancient Egyptian Painting



Figure 10.5(a): Ancient Egyptian Painting

Activity 10.2: Ancient Egyptian painting

Individually do this activity.

1. Where and when did the early Egyptian people live?
2. Name the social activities of ancient Egyptians and what influenced their style of living?
3. What are people doing in **Figure 10.1**?

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 show their social life. All these are monumental works of art.

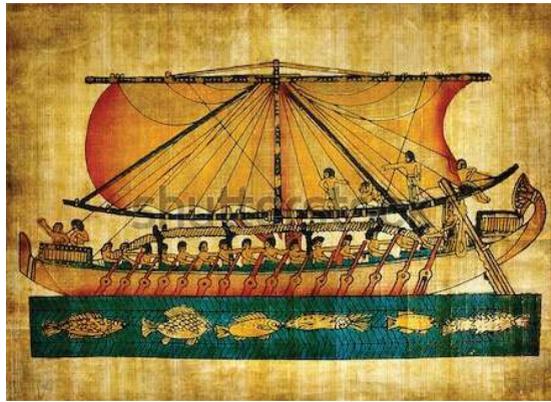


Figure 10.6: Ancient Egyptian boats

Activity 10.3: Ancient Egyptian technological and cultural development

Individually do this activity.

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?

Chapter Summary

In this chapter 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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