



15.0 ART AND DESIGN (442)

The year 2006 KCSE Art and Design examination tested the application of knowledge, skills, concepts and attitudes fundamental to Art and Design activities. The subject has three papers:

Paper 1 (442/1)	-	Theory
Paper 2 (442/2)	-	Practical
Paper 3 (442/3)	-	Project

15.1 GENERAL CANDIDATES' PERFORMANCE

The table below shows the overall candidates' performance in the Art and Design (442) examination in the year 2006.

Table 18: Candidates' Overall Performance in Art and Design in the Year 2006

Year	Paper	Candidature	Maximum Mark	Mean Score	Standard Deviation
2006	1		50	29.86	7.26
	2		100	59.62	14.41
	3		50	34.17	5.05
	Overall	1,120	200	123.52	21.00

The discussion below is based on a sample of randomly selected candidates' scripts for the year 2006 KCSE Art and Design examination. Analysis of performance for each question was carried out to determine the questions that were poorly done. We shall therefore, discuss the questions in which the candidates performed poorly.

15.2 PAPER 1 (442/1)

Question 1 (a)

Define the term 'Cartoon.'

Candidates were required to explain the meaning of the term "**Cartoon**" as used in graphic design.

Weaknesses

According to the candidates' responses, most of them appeared familiar with the term and performed well. However, a few were unable to explain the terminology and therefore, scored poorly.

Expected Response

A Cartoon is a pictorial representation for caricature which expresses humour, satirical and showing some action, situation or a person of topical interest. It is a comic strip with a brief message. It usually has simple lines, uses basic colours and tells a story in one picture or series of pictures drawn in boxes called frames.

Question 1 (b)

Name the two types of linear perspective drawing and explain the difference.

This question tested candidates' knowledge on linear perspective in drawing. Candidates were required to name and differentiate two types of linear perspective.

Weaknesses

Many candidates failed to answer this question because they were not familiar with the terms “*parallel*” and “*angular*” as used in linear perspective.

Expected Response

Two types of linear perspective include; *Parallel perspective* which has one vanishing point and *Angular perspective* which has two vanishing points.

Question 1 (d)

Distinguish between form and shape.

This question required the candidates to differentiate between form and shape.

Weaknesses

The candidates were familiar with the elements but a few lacked the language to distinguish form and shape as required. Some gave vague and irrelevant examples in distinguishing the two elements and hence performed poorly in this question.

Expected Response

Form is the total detailed appearance of an object or the organisation of masses, shapes or groups of elements in an artwork. On the other hand, shape is defined as the outer form, outline or silhouette of an object. It is a spatial form depicted in two-dimensions and outlined by lines, change in colour, shading or materials. Shape is an element of design.

Question 1 (e)

Define a template and state its use in ceramic technique.

This question tested candidates’ knowledge on pottery/ ceramics. Candidates were required to define or explain the meaning of “*templates*” and state its function in ceramics.

Weaknesses

Many Candidates were not familiar with the term “*template*” as applied in graphic design and not in ceramics. This is because in most ceramic books this term is not elaborated.

Expected Response

A template is a pattern usually in the form of a thin plate of metal, wood, plastic or any other appropriate material and is used for forming an accurate copy of an object.

Question 1 (h)

Explain how images are created by using frottage printing technique.

This question tested a basic printing technique most popular with younger children in primary school. The candidates were required to explain how images are created using frottage printing technique.

Weaknesses

According to candidates’ responses, it was evident that most of them were not familiar with the term “*frottage*”. Most teachers are conversant with the rubbing technique but may not be familiar with the term.

Expected Response

In frottage printing technique, the images are obtained by placing a paper over an object with relief and rubbing the surface with dry medium. The image is formed on the paper.

Question 1 (i)

State the most distinguishing characteristic of the collage artform.

This item tested candidates' knowledge on collage technique of picture making. Candidates were required to state the most distinguishing characteristic of a collage work of art.

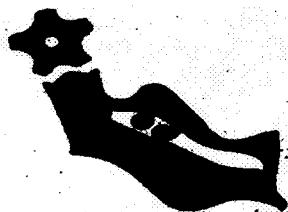
Weaknesses

Most candidates tackled the question well even though there was evidence of difficulties in whether to consider "*textural effects*" or "*different materials*" as the most distinguishing characteristics.

Expected Response

The most distinguishing characteristic of a collage art form is the 3-dimensional varied textural effect that is achieved by the use of a variety of media in composition.

Question 2



Using the illustration above, create radial balance.

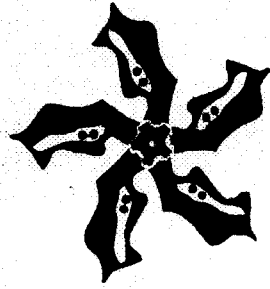
This question was based on balance which is one of the principles of Art and Design. The candidates' were required to create radial balance using the given illustration.

Weaknesses

Generally, this question was well tackled by a few candidates' who understood radial balance. Some of the candidates found the illustration too complex to work on. Majority of the candidates' seemed not to know what radial balance entails and therefore scored poorly.

Expected Response

Balance refers to a state of equilibrium between elements used in a composition. It creates a feeling that the visual weight of the elements is distributed in most parts of a composition. The word '*Radial*' is derived from the term radius. Radius is a straight line which runs from the centre to the outer line of a circle or sphere. In radial balance elements radiate from the centre in the same way spokes of a bicycle do from the centre to the outer rim. The expected response is as shown below:



Question 4

Explain how the length of warp for the fabric to be woven is determined. Give the reason for your answer.

This question tested candidates' knowledge on the weaving technique. The candidates were required to explain how to determine the length of warp thread (s) in the process of weaving a fabric.

Weaknesses

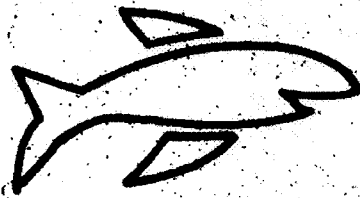
Candidates who had done weaving practically had no difficulties in answering the question. Unfortunately quite a number of candidates seemed not to have been exposed to practical weaving techniques hence resulting in wrong responses. This may be attributed to the fact that quite a number of teachers teach weaving theoretically using sample woven items in their lessons.

Expected Response

The length of warp to be woven may be determined by the size of the loom, size or dimension of the fabric to be woven. The warp gets shorter as weft thread is passed over and under hence the need to give allowance of extra length to the warp.

Question 5

The illustration below represents a motif to be printed on paper using block printing technique.



In the space provided, present the motif as it would appear on the paper when printed. Explain why.

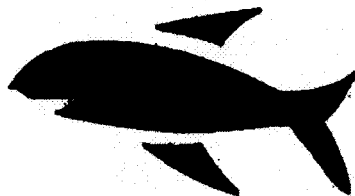
This question was examining candidates' knowledge on block printing. Candidates were required to show and explain how the given motif would appear when printed on paper using block printing technique.

Weaknesses

Those candidates who were conversant with the block printing technique answered the question correctly. Those who were not acquainted with the technique misinterpreted the question and gave the wrong responses.

Expected Response

Block printing is a method of making a design or pattern on a surface such as paper or fabric by using a block. The image to be printed is transferred onto the block and the negative areas are curved out. The image is inked during printing and as the block is turned over to print, the image is inverted onto the surface being printed. The motif when printed on paper will appear as shown below:



Question 6

In the space below, make a sketch of a hand in action

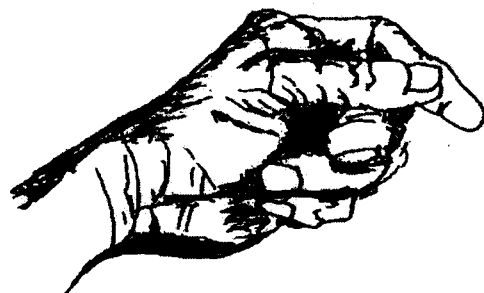
This was an application question where the candidates were required to sketch a hand in action.

Weaknesses

According to the candidates' responses, many had problems with proportion. Some of the candidates misunderstood the question and sketched a series of hands in action. However, those candidates who had practised figure drawing regularly did well in this item. Teachers are therefore advised to give their students regular practice in sketching human forms in a variety of movements.

Expected Response

An example of a sketch of a hand in action is illustrated below:



Question 7

- a) *Define the following sculptural terms:*
- (i) *Armature,*
 - (ii) *Bas-relief*
- (b) *Discuss four main factors to consider when displaying a piece of sculpture.*

This question was based on the topic of sculptures. The candidates were required to define the terms "*Armature*" and "*Bas-relief*" as used in sculpture. They were also required to discuss a given number of factors that should be considered when displaying a piece of sculpture.

Weaknesses

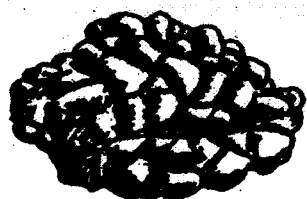
Sculpture as a topic was well understood by majority of the candidates hence the good performance. However, a few candidates failed to define “Armature” and “Bas-relief”.

Expected Response

An armature is a skeletal framework for supporting clay /plaster of Paris cement in modelling a sculpture. Bas-relief is a representation of figures/objects raised upon a flat surface or background for example, medals, monetary coins etc. The factors to consider when displaying a piece of sculpture include the theme/subject matter/topic, materials, size, environment/placement/site/location and purpose/function.

Question 8

The illustrations A and B below represent fabrics prepared for dyeing using two different fabric decoration techniques.



A.



B

- (a) Identify the techniques A and B.
- (b) Describe features distinguishing between the two methods of preparation and process of dyeing.
- (c) Illustrate the results of the two techniques.

The candidates were required to analyse the illustrations and identify the technique of fabric decoration that had been used. They were further required to describe the features distinguishing the methods in regard to preparation and dyeing process

Weaknesses

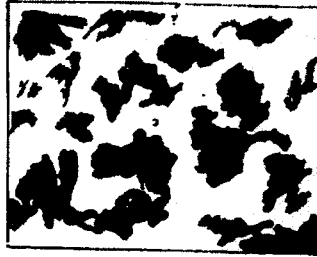
According to the candidates responses, the Tie and Dye technique of fabric decoration was well understood and they therefore scored well in this area. However, lack of knowledge on the visual illustrations was evident in some candidates' responses.

Expected Responses

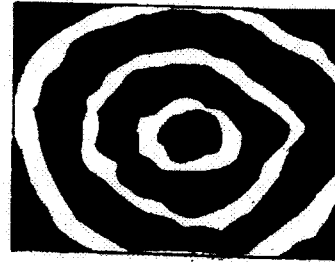
The two techniques of Tie and Dye process depicted above are marbling/crumpling and folding. In the marbling technique, the fabric is crumpled up, bound randomly with strings and made into a hard ball, while in the folding technique, the fabric is folded and tied at intervals along its length. Features distinguishing the two methods are:-

- In marbling, dye may not fully penetrate all parts of the fabric while in the folding technique dye fairly reaches all parts of the fabric.
- Marbling technique produces varied shades of light and dark in certain areas hence uneven dye while the folding technique will give even shades with equal intensity.
- Marbling produces random patterns while in folding method regular, circular, horizontal, vertical or diagonal patterns are produced. The following illustrations show the results of the two techniques:

(c) Random



Circular (Regular)



Question 9

- (a) Define weaving.
- (b) Name two plant fibres and two synthetic fibres.
- (c) Using fleece, describe the process of spinning yarn.

This question examined candidates' knowledge on weaving, plant and synthetic fibres and the process of spinning yarn using fleece. Candidates were required to define weaving, name two plant and two synthetic fibres. They were also required to describe the process of spinning yarn using fleece.

Weaknesses

A minority of candidates attempted the question and very few were able to give the correct responses. Weaving is the interlacing/interlocking of a set of vertical threads (warps) with a set of horizontal threads (wefts) on a loom to create a fabric.

Expected Responses

Plant fibres include cotton, sisal, banana flax, jute, ramie, hemp etc. Synthetic fibres include terylene and nylon. The process of spinning yarn is as follows:

- Shearing: Cutting away of sheep's coat from its back as fleece.
- Sorting : Separating fleece according to the grades of quality.
- Washing: Cleaning fleece to remove dirt and oily substances.
- Teazing : Tangles and dirt are separated from fleece to obtain good fleece.
- Carding : Straightening or detangling fibres by using carders.
- Spinning: Fibres are drawn and twisted together to form continuous thread.
- Plying : Two or more threads are twisted together to make stronger yarn.

15.3 PAPER 2 (442/2)

15.3.1 ALTERNATIVE A: DRAWING OR PAINTING

Question 1 and 2

You are instructed that the use of rulers and other mechanical devices is forbidden in this alternative.

EITHER

- 1 Make a detailed drawing from memory based on the theme "A hawker at a bus-stop." The size of the composition should measure 45cm by 30cm.

OR

- 2 *In an area of 45cm by 30cm, paint a scene from imagination based on the theme "Activities by the riverside at noon."*

In question 1, the candidates were required to create a detailed drawing from memory on the topic **"A hawker of a bus-stop"**.

Question 2 required the candidates to paint an imaginative composition based on the *theme "Activities by the riverside at noon"*. The questions in this alternative were generally testing candidates' ability to use media, application of element and principles of Art and Design, organization (layout) in executing the composition.

Weaknesses

According to the candidates work, the use of media, practical application of the elements and principles of organization were not properly applied. Most of the candidates compositions based on the hawker at a bus-stop lacked a focal point or dominance. Many candidates had difficulties in rendering correct proportion of the hawker and other figures at the bus-stop. For the painting "Activities by the riverside", some candidates misinterpreted the theme and produced poor compositions with under utilization of the given space.

Advice to Teachers

Teachers are advised to give their candidates more practice on drawing human and animal figures and use of a variety of drawing media. Candidates should be taught how to apply the elements and principles of organization in a composition.

15.3.2 ALTERNATIVE B: GRAPHICS

Question 3 and 4

*You are instructed that the use of rulers and other mechanical devices as well as tracing paper is **allowed**.*

The colour of the working surface (paper) will not be considered as one of the colours required in any question.

EITHER

- 3 *United for Children, an international organisation that advocates for child rights to education requires a campaign poster to create child education awareness. Design a poster addressing this concern. The poster should:*

- (a) *include appropriate illustrations and the organisation's logo.*
- (b) *have a campaign slogan.*
- (c) *be in a maximum of **four** colours.*
- (d) *measure 60cm by 42 cm in size.*

OR

- 4 *The Ministry of Gender and Sports is in the process of compiling in bookform an illustrated inventory of its past and present sportsmen and women. The Ministry requires an illustrated cover for the book. In **three** colours, design the book cover entitled "Kenya on Heels" and with the slogan "Champions are made and not born." The book is authored by Bingwa Mushindi and published by Olympic International Ltd. The size of the book is 24cm by 32cm with a spin of 4cm.*

In question 3, the candidates were required to design a poster to create child education awareness for an organization, **"United for Children"**, which advocates for child rights to education. They

were also required to include appropriate illustrations, logo and campaign slogan for the organization.

Question 4 required the candidates to design a book cover entitled "*Kenya on Heels*" and the slogan "*Champions are made and not born*" for the Ministry of Gender and Sports on past and present sportsmen and women.

Weaknesses

For those candidates who opted for the poster, their performance was poor due to lack of adequate knowledge of the graphic and design process. Most candidates produced posters with unsuitable illustrations, poor layout and organization of graphic design elements and poor lettering. The work produced by the candidates showed lack of originality and creativity. For the book cover design, candidates work showed poor graphic representation, inappropriate illustrations, poor choice of colours for the cover and poor lettering.

Advice to Teachers

Teachers are advised to emphasize on the Graphic Design process. They should teach learners effective lettering, calligraphy using different typefaces and relate colour to theme and function.

15.4 PAPER 3 (442/3 - PROJECT PAPER)

15.4.1 SECTION A: TWO DIMENSIONAL PROJECTS (2D)

Question 1 and 2

- 1 *COMPTEL Computer Company, a hardware firm is to launch their latest range of information technology products.
The company requires a six paged desk calendar promoting these products.
Design and produce an 18cm by 25cm calendar in three colours featuring the company's products for the year 2007.*

- 2 *Utamu restaurant, in addition to its mouth watering dishes, prides itself on its stand for the protection and preservation of the environment. The restaurant requires a fabric that will be used as part of their uniforms and interior decor.
Inspired by plant life, design and screen print a fabric 90cm by 60cm and in three colours for the purpose.*

Under the two dimensional items, the candidates were required to design a six page desk calendar in three colours for "*COMPTEL Computer Company*", a hardware firm which was to launch its latest range of information technology products for the year 2007. The other optional question in this alternative was based on screen printing technique. The candidates were required to design and screen print a fabric to be used on curtains, interior decoration and uniforms for the hotel "*Utamu restaurant*".

Weaknesses

For those candidates who opted to produce the calendar, a few were quite outstanding. However, most of the calendars were conventional and lacked creativity. Candidates' work was characterized by crowded layouts with poor craftsmanship and little finesse. Letters and numerals of the calendar were poorly constructed in most of the work presented by the candidates.

For those candidates who chose to print the fabric for the restaurant, a few of the fabrics were

very well conceived and executed in terms of pattern and relevance, colour, craftsmanship as well as pattern arrangement. However, most of the candidates work was poor in terms of interpretation of the motif and colour choice in relation to the theme. Haphazard arrangement of the pattern and lack of precision in printing was evident.

Advice to Teachers

Teachers are advised to allow individual creativity of the candidates and within guided limits. They should emphasize to the candidates important aspects of executing graphics work such as clarity, simplicity and precision in printing. Emphasize correct interpretation of themes so that they can bring out relevant subject matter to the function of the item. Discuss with candidates the principles of pattern organization in order to create harmony/contrast and rhythm in their designs.

15.4.2 SECTION B: THREE DIMENSIONAL PROJECTS (3D)

Question 3 and 4

- 3 *In clay or stone make a portrait of your mentor depicted in a jovial mood.
The portrait should measure 28cm in diameter and a maximum of 30cm in height.
The work in clay must be fired.*

- 4 *Using four different materials, create a pictorial composition within an area of 90cm by 75cm to be used at the entrance of the Ministry of Education.
The pictorial composition should reflect the intentions and aspirations of the Ministry.*

Under the three dimensional projects, the candidates were required to create a portrait of a mentor in a jovial mood using either clay or stone within given measurements. The other alternative question required the candidates to produce a pictorial composition based on the intentions and aspirations (mission/vision) of the Ministry of Education using four different materials.

Weaknesses

For the portrait of the mentor in a jovial mood, there were quite a few outstanding pieces in terms of interpretation of the theme and overall execution. However, most of the candidates were weak in the interpretation of the mentor and failed to bring out the jovial mood. They were also unable to bring out the general physical features of the portrait. Some lacked the logical development into the completed work as required. A few of the portraits made of clay were not fired hence not durable. For the composition based on the *“Intentions and aspirations of the Ministry of Education”*, most candidates lacked the understanding of the concept. Their compositions were either crowded or the forms were scanty in a vast space. Many candidates also chose inappropriate materials in terms of colour and texture. In some compositions the technique used was undefined.

Advice to Teachers

The teacher should teach all methods of sculpture. They should expose students to a variety of sculpture materials and their suitability. Introduce a variety of poses and facial expressions captured in sculpture. Give practicals to the learners based on a variety of themes covered in tropical issues in society such as aims, objectives, mission and vision of organisations.