

3.1.2 Art and Design Paper 2 – Practical (442/2)



ALTERNATIVE A: DRAWING OR PAINTING

Question 1 and 2

EITHER

DRAWING

- 1 Using a pencil or pen and ink, produce a pictorial composition depicting the effects of a heavy down pour that has just caused great devastation. The composition should measure 40cm by 35cm.

OR

PAINTING

- 2 Create a pictorial composition based on the following description: “The village is alive and bustling with a beehive of activities and sideshows on the eve of the eagerly awaited wedding”.

Question 1. required the candidates to create a pictorial composition depicting the effects of a heavy down pour that has caused great devastation.

Weaknesses

Most of the candidates were unable to interpret the theme accurately; some were unable to compose the composition, had human figures that were out of proportion; poor depiction of water; lack of variety in application of texture, value and contrast.

Advice to teachers

Teachers should expose the learners to a variety of different drawing media, emphasize on holistic gesture seeing and drawing. They should also encourage the learners to be more involved in drawing compositions to improve their creativity and interpretation skills.

Question 2. required candidates to use colour and create a pictorial composition based on activities and sideshows’ on the eve of a wedding in the village.

Weaknesses Some candidates were unable to interpret the theme, they literally drew beehives and bees in the composition not activities expected in a wedding. Some students were unable to use paints effectively; they had weak depiction of human forms, proportions, and incomplete compositions.

Advice to teachers

Teachers should practically explore painting techniques and styles, expose candidates to more practicals on drawing the human figure, creation of value, depth/atmospheric perspective in landscape compositions and teach effectively on colour behavior and psychology of colour.

ALTERNATIVE B: GRAPHICS

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 A music group “TOBOA” requires a cover for their new release DVD called “MAJAABU”. In **three** colours, create an illustrated design for the front and back covers of the DVD album showing their logo, slogan and favourite tracks. The disc has a diameter of 28cm.

OR

- 4 A manufacturing company “OK Perfumes” dealing in the production of cosmetics requires a trademark for one of its products known as “Pearl”.
- Produce the trademark in two colours measuring 15cm by 10cm
 - Incorporating the trademark, produce the company’s letterhead in three colours measuring 30cm by 20cm. The company’s motto is “Beauty for life”.

Question 3. required the candidates to design the front and back cover of a DVD, with a diameter of 28cm, in three colours, incorporating a logo, slogan and favourite tracks of the music group.

Weaknesses

Most of the candidates did not understand the graphic design process of solving a visual problem.

Weaknesses were shown in layout, typography, inappropriate illustrations that did not complement the subject matter and tone of the DVD, the application of relevant design principles also lacked in their designs.

Advice to teachers

Teachers should teach and expose learners to various graphic design processes which include research, creating thumbnails, refining sketches, and working up visual solutions. They should also be exposed to current design trends and applications in available print media. The learners should be made to understand graphic design principles conceptually and learn to apply them practically. They should also guide them in understanding typography, developing knowledge of typefaces, and how to apply them in design.

Question 4. required the candidates to design a trademark for a company dealing with perfumes, a letterhead and a slogan to go with it.

Weaknesses

Candidates were unable to design an appropriate trademark, come up with a catchy slogan and were also unable to design a letter head.

Advice to teachers

Teachers should expose students to the different corporate identity symbols and their applications and characteristics. They should also teach students on visual and conceptual problem solving skills applicable in graphic design, and encourage them to practice since this will help build their visual problem solving skills.

3.0 PART ONE: ANALYSIS OF DIFFICULT QUESTIONS

3.1 ART AND DESIGN (442)

The table below shows the overall candidates' performance in Art and design (442) examination in the years: 2009, 2010, 2011 and 2012.

Table 8: Candidates overall performance in the years 2009, 2010, 2011 and 2012

Year	Paper	Candidature	Maximum Score	Mean Score	Standard Deviation
2012	1		60	38.35	11.33
	2		100	63.86	13.25
	3		40	25.61	6.38
	Overall	1,169	200	127.61	26.31
2011	1		60	32.28	9.22
	2		100	63.49	12.71
	3		40	14.13	3.52
	Overall	1,126	200	109.59	21.73
2010	1		60	38.10	11.06
	2		100	57.49	14.36
	3		40	24055	5.44
	Overall	1,076	200	114.01	26.46
2009	1		60	34.21	9.12
	2		100	60.34	15.97
	3		40	22085	5.03
	Overall	1,076	200	116.84	25.71

The following can be deduced from the table above:

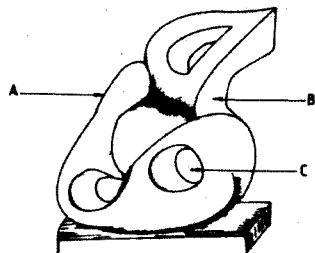
- i) There was an increase in candidature from **1,126** in 2011 to **1,169** in the year 2012.
- ii) There has been an improvement in the subject as compared to the year 2011 and 2010; this is evidenced from the mean score of **127.61** up from **109.59** in 2011 and **114.01** in 2010 respectively.
- iii) There was a significant improvement in the theory paper from a mean of 32.28 in 2011 to **38.25** in **2012**

The report below highlights questions in which the candidate's performance was poor. These questions have been analyzed by giving expected responses and advice to teachers on how best these mistakes can be eliminated.

3.1.1 Art and Design Paper 1 – Theory (442/1)

Question 1 (a)

The illustration below represents a sculptural form.



Name the parts marked A, B and C.

(3 marks)

The question required candidates to label parts of an illustrated sculptural form.

Weaknesses

Some students were unable to label the parts which are the basic elements of sculpture.

Advice to teachers

Teachers should lay emphasis on the elements and principles of sculpture both conceptually and practically.

Expected response

- A- Contour
- B- Plane
- C- Void

Question 1 (f)

Explain the main reason for priming canvas before painting.

(1 mark)

The question required candidates to explain the **main** reason for priming a canvas in preparation for painting.

Weaknesses

Most students were unable to explain the main reason why it's essential to prime a canvas before painting.

Advice to teachers

Teachers should teach and discuss preparations done on various surfaces before painting.

Expected response

The main reason for priming a canvas is to improve the absorbency of paint on the canvas.

Question 1 (i)

Distinguish between product and communication design.

(2marks)

Candidates were required to distinguish between product and communication design.

Weaknesses

Some students were unable to distinguish between the two forms of design.

Expected response

Product design is concerned with the efficient and effective generation and development of ideas through a process that leads to new products/it involves creating forms for utilitarian purposes.

Communication design is concerned with the creation and making of visual forms to convey specific information or message.

(2 marks)

Advice to teachers

Teachers should teach the three main fields of design and their applications.

SECTION B

Question 3

Study the colour chart below and fill in the missing colours.

(5marks)

Red - Orange		
	Yellow	
Blue - Violet		Blue - Green

The item was based on colour, an important element of Art and design. Candidates' were required to identify the categories of color and fill in the missing colours in the given table.

Weaknesses

Majority of the students were unable to correctly identify the appropriate colours in the given table.

Advice to teachers

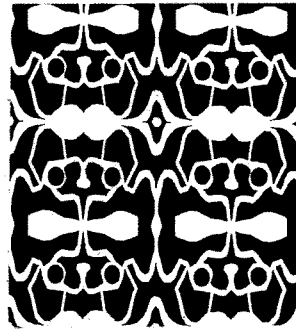
Teachers should teach and explore the colour concepts in terms of the categories of colors and their relationships .i.e. Primary, secondary, tertiary, complementary, analogous and neutral.

Expected response

Red - Orange	Red	Red-Violet/Purple(crimson)
Yellow –Green(Emerald green)	Yellow	Yellow- Orange(Marigold)
Blue - Violet	Blue	Blue - Green

Question 4

The illustration below represents a repeat pattern formed from a single motif.



Identify and sketch the motif in the space provided below.

(5 marks)

Candidates were required to extract a single motif from the full repeat pattern.

Weakness

Most students were unable to identify and sketch the appropriate motif that made the illustrated pattern.

Advice to teachers

Teachers should define, discuss and practically explore motif design and pattern making.

Expected response



Correct motif

(3 marks)

Precision/accuracy

(2 marks)

Total = 5 marks

Question 5

What is meant by the following terms in pottery?

- | | |
|-------------------|----------|
| (a) Stamping | (1 mark) |
| (b) Burnishing | (1 mark) |
| (c) Slip trailing | (1 mark) |
| (d) Incising | (1 mark) |
| (f) Excising | (1 mark) |

Candidates were required to explain the given techniques in pottery decoration.

Weaknesses

A considerable number of candidates were unable to correctly describe the pottery decorating techniques.

Advice to teachers

Teachers should teach, explain and practically explore the various techniques of pottery decoration.

Expected Response

- (a) Stamping: designs are created by pressing objects into moist clay forms. Patterned stamps, wood blocks can be used.
- (b) Burnishing: Firmly rubbing leather hard clay form with a smooth material to create a shiny/glossy.
- (c) Slip trailing: Applying coloured liquid clay onto the surface of leather hard clay form using a nozzle or a brush.
- (d) Incising: Making shapes by cutting, engraving or carving forms on the clay using a sharp tool.
- (e) Excising: Cutting out or away a part of the clay form in order to decorate it.

Question 6

- (c) Explain what is meant by direct transfer and indirect transfer of ink onto the printing surface in the printing process. (2 marks)

Candidates were required to distinguish between the terms direct and indirect transfer of ink onto the printing surface.

Weaknesses

Majority of the students were unable to explain the terms direct and indirect transfer.

Advice to teachers

Teachers should teach, discuss and demonstrate the different printing techniques.

Expected Responses

Direct printing: ink is forced through a silk mesh/organdie on to the printing surface. The image remains unchanged.

Indirect printing: ink is transferred onto an inked block which is stamped/ pressed onto the printing surface and the image is in reverse.