

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:

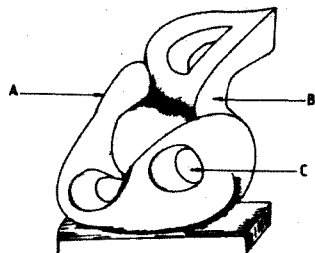
- i) There was an increase in candidature from **1,126** in 2011 to **1,169** in the year 2012.
- ii) There has been an improvement in the subject as compared to the year 2011 and 2010; this is evidenced from the mean score of **127.61** up from **109.59** in 2011 and **114.01** in 2010 respectively.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

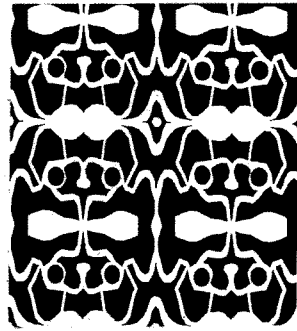
Teachers should teach and explore the colour concepts in terms of the categories of colors and their relationships .i.e. Primary, secondary, tertiary, complementary, analogous and neutral.

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.

4.0 PART TWO: THE YEAR 2012 KCSE EXAMINATION QUESTION PAPERS

4.1 ART & DESIGN (442)

4.1.1 Art & Design Paper 1 (442/1)

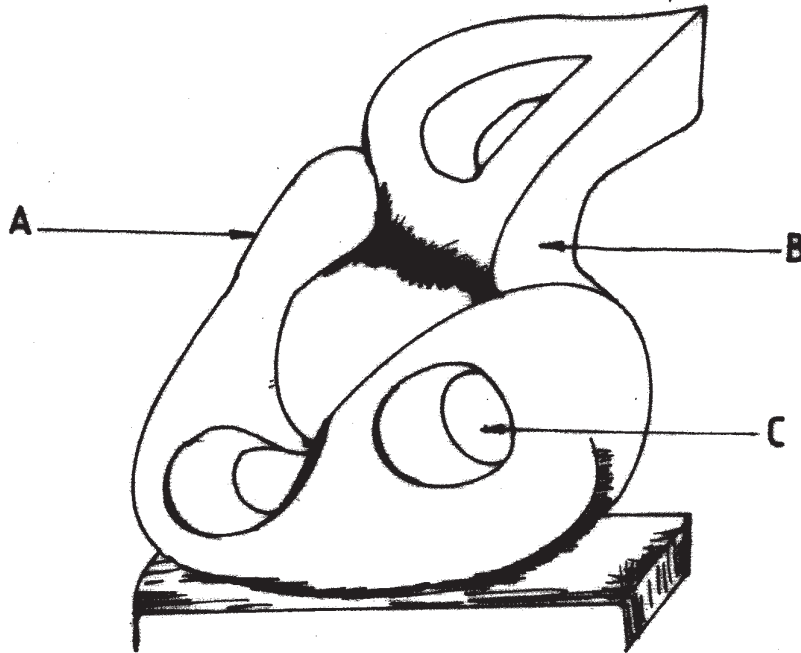


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SECTION A (20 marks)

*Answer **all** the questions in this section in the spaces provided.*

- 1** (a) The illustration below represents a sculptural form.



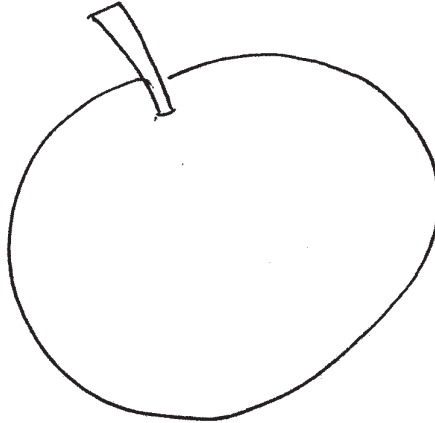
- Name the parts marked **A**, **B** and **C**. (3 marks)
- (b) What is visual art? (1 mark)
- (c) Differentiate between hue and pigment. (2 marks)
- (d) State **two** advantages of asymmetrical balance in a composition. (2 marks)
- (e) Explain the role of critique in art. (1 mark)
- (f) Explain the **main** reason for priming canvas before painting. (1 mark)
- (g) State the **four** main functions of shape in 2-D artwork. (4 marks)
- (h) Explain the term “Design brief”. (1 mark)
- (i) Distinguish between product and communication design. (2 marks)
- (j) Give **three** reasons why montage is regarded as a kind of collage. (3 marks)

SECTION B (25 marks)

Answer all the questions in this section in the spaces provided.

- 2 Using the stippling technique, create three dimensional effect on the form below.

(4 marks)

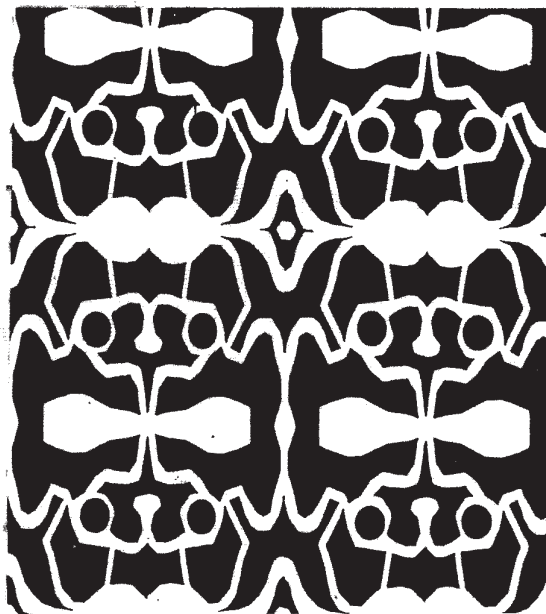


- 3 Study the colour chart below and fill in the missing colours.

(5 marks)

Red - Orange		
	Yellow	
Blue - Violet		Blue - Green

- 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)

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)

6 The illustration below represents a printing technique.



- (a) Identify the technique. (1 mark)
- (b) In the space provided below, sketch the image as it would appear when printed on a surface. (3 marks)
- (c) Explain what is meant by direct transfer and indirect transfer of ink onto the printing surface in the printing process. (2 marks)

SECTION C (15 marks)

Answer any *one* question from this section. Write your answer in the space provided after question 9.

7 Using **two** appropriate illustrations for each, explain the meaning of the following terms used in Tie and Dye technique.

- (a) Tritik (5 marks)
- (b) Marbling (5 marks)
- (c) Pleating (5 marks)

8 Analyse clay as a material for pottery under the following sub-headings.

- (a) Properties (6 marks)
- (b) Classification (4 marks)

- (c) Bone dry clay (1 mark)
 - (d) Leatherhard (1 mark)
 - (e) Slip (1 mark)
 - (f) Grog (1 mark)
 - (g) Greenware (1 mark)
- 9**
- (a) What is a shed as applied in the weaving technique? (1 mark)
 - (b) With the help of an appropriate illustration for each, describe the following processes:
 - (i) making a dowel loom; (4 marks)
 - (ii) warping the loom; (4 marks)
 - (iii) weaving the first four rows of a $\frac{2}{2}$ twill weave. (6 marks)

5.0 THE YEAR 2012 KCSE EXAMINATION MARKING SCHEMES

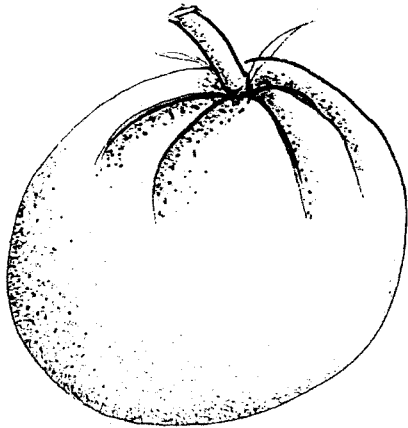
5.1 ART AND DESIGN (442)

5.1.1 Art & Design Paper 1 (442/1)



1. (a) A - Contour (1 mark)
B - Plane (1 mark)
C - Void (1 mark)
- (b) Visual art is a form of expression through which ideas, concepts and experiences are perceived through the sense of sight. (1 mark)
- (c) Hue is a name of a colour while pigment is the colouring matter that gives colour to objects. (2 marks)
- (d) (i) It makes the composition interesting, lively and active. (1 mark)
(ii) It creates variety, thus reducing monotony. (1 mark)
- (e) It helps to highlight the areas of weakness and strength for improvement. (1 mark)
- (f) The main reason of priming a canvas before painting is to improve the absorption of paint on the canvas. (1 mark)
- (g) (i) Represent objects on a flat surface.
(ii) Suggest movement
(iii) Creates an illusion of space and volume on a flat surface.
(iv) Creates an illusion of depth by overlapping shapes.
(v) Express mood/feelings/emotions/ideas/imaginings in a composition.
Any 4 x 1 = (4 marks)
- (h) It is a statement or summary of the clients specification/ comprehensive written document for a design project representing the business needs for a design and the designer. (1 mark)
- (i) 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)
- (j) (i) Pieces of montage are prepared and stuck in the same way as collage.
(ii) Whole pieces or parts are pasted by juxtaposition (overlying process) in both.
(iii) Paper is used for both techniques.
(iv) They both need a backing or support.
(v) They both possess visual variety.
Any 3 x 1 = (3 marks)

2.



Stippling technique 1 mark
 Tonal value (lights and dark) 2 marks
 3 - Dimensional effect 1 mark
Total = 4 marks

3.

Red Orange	Red	Red Violet
Yellow Green	Yellow	Yellow Orange
Blue Violet	Blue	Blue Green

Filling correct colours 1 x 5 = (5 marks)

4.



Correct motif (3 marks)
 Precision/accuracy (2 marks)
Total = 5 marks

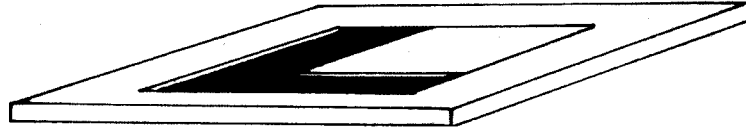
5.

- (a) Stamping - Designs are created by pressing objects into the moist clay forms. Patterned stamps, wood blocks can be used. (1 mark)
- (b) Burnishing - Firmly rubbing a leatherhard clay form with a smooth material to create a shiny/ sheeny/ glossy effect. (1 mark)
- (c) Slip-trailing - Applying coloured liquid clay onto the surface of leather hard clay form using a nozzle or a brush. (1 mark)
- (d) Incising - Making shapes by cutting, engraving or carving forms on the clay using a sharp tool. (1 mark)
- (e) Excising - Cutting out or away a part of the clay form in order to decorate it. (1 mark)

Total = 5 marks

6. (a) Intaglio (1 mark)

(b)



Correct image (2 marks)

Accuracy (1 mark)

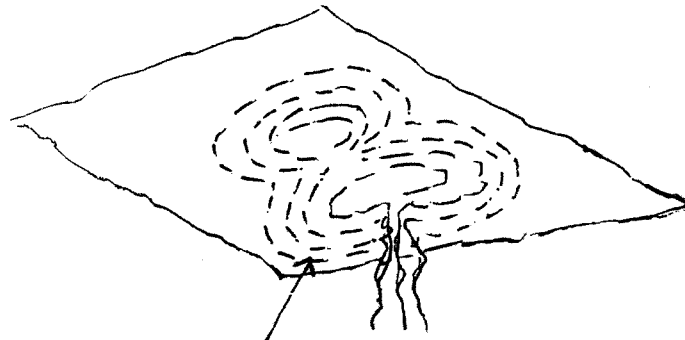
Total = 3 marks

(c) In direct printing, ink is forced through a silk mesh/ organdie on to the printing surface. The image created remains unchanged. For the indirect printing transfer an inked block is stamped/pressed onto the printing surface and the image is in the reverse.

(2 marks)

Total = 6 marks

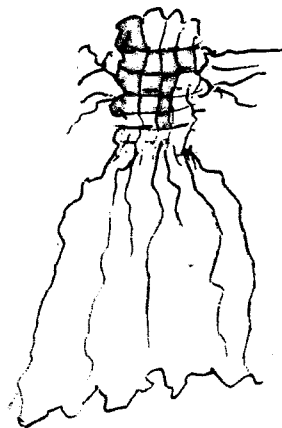
7. (a) (i)



Stitched design

(2 marks)

(ii)



Gathered and tied fabric (2 marks)

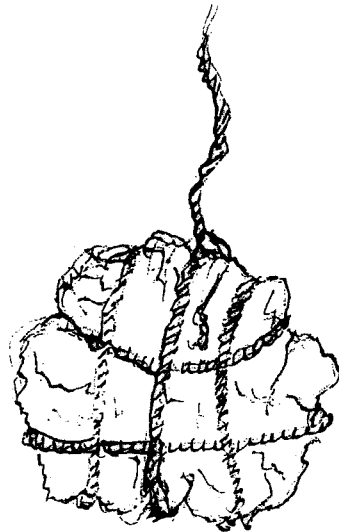
In tritik technique, strong thread is used to make running stitches which outline the design/ pattern on the fabric. They are then pulled tightly to form gathers and tied before dyeing. (1 mark)

(b) (i)



Crumpling the fabric into a ball
(2 marks)

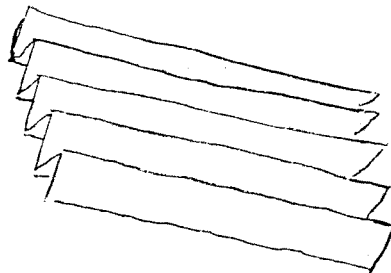
(ii)



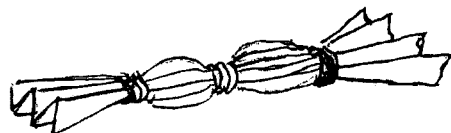
Crumpled and tied fabric
(2 marks)

In marbling, the fabric is gathered, crumpled and tied randomly into a ball before dyeing.
(1 mark)

(c) (i)



Folded pleats
(2 marks)



Tied pleats
(2 marks)

In pleating the fabric is folded (vertically) at equal intervals and tied before dyeing.
(1 mark)

Total = 15 marks

8. (a) The three properties of clay are:

- (i) Plasticity - which refers to the ability of clay to stretch or bend. It may also refer to the elasticity, malleability and pliability of clay. It is this property that makes clay a special material as it can be manipulated into any shape. (2 marks)
- (ii) Porosity - refers to the ability of clay to absorb water, air and other fluids. This make it dry without cracking. (2 marks)
- (iii) Vitrification - refers to the ability of clay to turn to a glassy substance during firing and become hard and strong material. (2 marks)

(b) Classification of clay

- (i) Residual/primary clay - pure clay found at its original source of formation. (2 marks)
 - (ii) Sedimentary/secondary clay - impure clay removed or transported from the place of origin by an agent of erosion and deposited in a new distant position. (2 marks)
- (c) Bone dry clay - is that clay which has lost all moisture, its brittle and ready for firing. (1 mark)
 - (d) Leather hard - is the point at which the clay has hardened, it is no longer pliable but can still be decorated using sharp tools. (1 mark)
 - (e) Slip - liquid clay that is in paste like consistency used as adhesive for joining and decorating clay articles. (1 mark)
 - (f) Grog - Fired clay that has been ground into powder and used for stiffening/thickening of clay to reduce shrinkage. (1 mark)
 - (g) Greenware - refers to unfired clay. (1 mark)

Total = 15 marks

9. Shed - is a temporary separation of lower and upper warp yarns which leave a gap/space through which the weft is passed in the weaving process. (1 mark)

(b) (i)

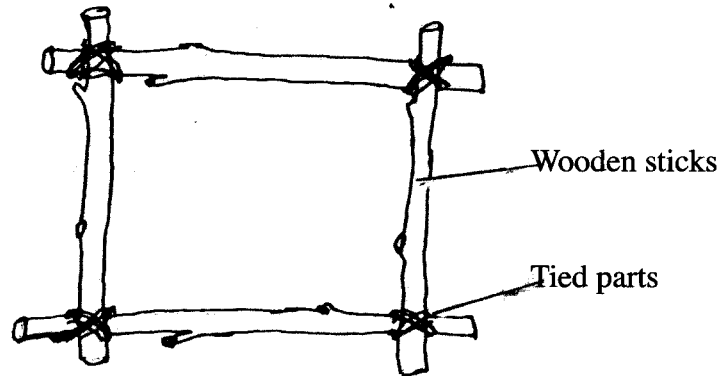


Illustration of a dowel loom

- Measure, mark and cut the dowels according to the required size of the loom.
- Notch all four lengths at their ends so that they lie against each other and tie them across each other at the marked points.

Correct description = (2 marks)

(ii)

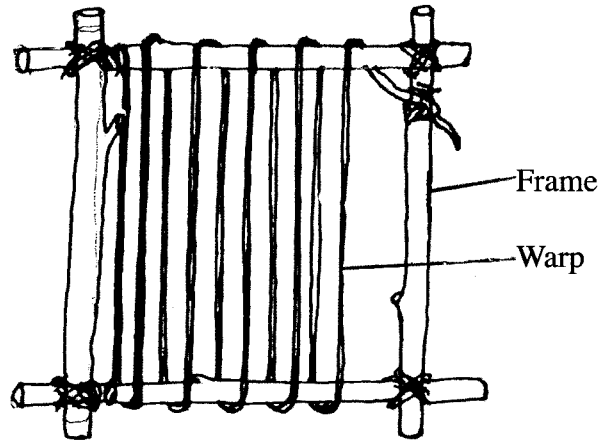


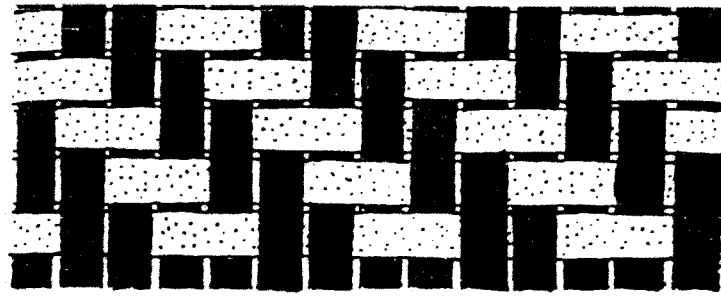
Illustration of dowel loom with warps.

(2 marks)

Tie the first end of the warp thread to the bottom bar of the dowel loom and take the yarn to the top bar, over it and down again to the bottom bar. Continue warping this way until the whole loom is covered with warp yarns/threads.

Correct description = (2 marks)

(iii)



■ Warp

□ Weft

Illustration of a twill weave

(2 marks)

1st row: starting from right to left, insert colour weft under 1, over 2, under 2, over 2, under 2 and over 1.

2nd row: from left to right, insert the weft under 2, over 2, under 2, over 2, under 2.

3rd row: right to left insert the weft over 1, under 2, over 2, under 2, over 2 and under 1.

4th row: left to right and insert the weft over 2, under 2, over 2, under 2 and over 2.

Correct description of each row 1 mark = (4 marks)

Note: order of rows may vary from one candidate to another.

Total = 15 marks