

15.0 ART AND DESIGN (442)

The year 2008 KCSE Art and Design examination tested the application of knowledge, skills, concepts and attitudes fundamental to Art and Design activities. The subject was tested in 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 years 2006, 2007 and 2008.

Table 20: Candidates' Overall Performance in Art & Design (442) for the Years, 2006, 2007 and 2008

Year	Paper	Candidature	Maximum Score	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
2007	1		50	25.67	8.82
	2		100	62.04	14.58
	3		50	29.72	6.68
	Overall	999	100	117.24	23.00
2008	1		60	35.92	7.67
	2		100	62.15	13.52
	3		40	33.27	5.15
	Overall	1,072	200	132.35	19.71

The following observations can be made from the table above:-

- 15.1.1 There was an increase in candidature from **999** candidates in the year 2007 to **1,072** candidates in the year 2008, an increase of **73** candidates.
- 15.1.2 Performance of candidates in *paper 2 (442/2)* in the year 2007 and 2008 compares quite well as evidenced by the mean scores of **62.04** and **62.15** respectively.
- 15.1.3 Overall performance was better in the year 2008 as compared to the years 2007 and 2006 as shown by the mean scores of **132.35**, **117.24** and **123.52** respectively.

The discussion below is based on a sample of randomly selected candidates' scripts for the year 2008 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 (b)

Name the **three** most important elements of Art and Design.
Give the reason why they are considered the most important.

This question tested candidates' knowledge on the elements of Art and Design. The candidates were required to name the three most important visual elements of Art and Design.

Weaknesses

Most candidates were familiar with the visual elements of Art and Design. However, majority were only able to mention one or two of them. Some mentioned shape and texture which were not correct responses. Those who mentioned dots scored correctly because a line is perceived as an extended mark.

Expected Response

The three most important elements of Art and Design are *line*, *value* and *colour*. This is because these elements can be used singly or in any combination to produce all other elements such as shape and texture.

Question 1(d)

Explain the **main** difference between montage and photomontage.

This item was examining the candidates' knowledge on the picture making techniques that involve pasting or sticking materials on a surface. Candidates were required to differentiate between "*montage*" and "*photomontage*" as techniques of picture making.

Weaknesses

Most candidates tackled the question well even though a few were unable to distinguish between the two picture making techniques. Some candidates confused the techniques and gave responses in reference to mosaic and collage.

Expected Response

Montage is a picture created by pasting or sticking pictures in parts or layers to create a composition. In *photomontage* photographs are pasted juxtaposed to produce the composition.

Question 1(e)



Identify the illustration above and state its function.

The question was based on Graphic Design and was testing candidate's knowledge on visual symbols. Candidates were required to study and identify the road sign symbol depicted and explain its function. In this item, the candidates were expected to reflect concepts learned to real life situations. Mosaic and collage are picture making techniques which are related in that all involve pasting or sticking one type of a material and mixed media respectively.

Weaknesses

Most candidates were not familiar with the given road sign and therefore, failed to identify it. They were also unable to explain its function or use as required by the question.

Expected Response

The visual symbol represents a road sign. It conveys the sudden need to take care and attention, it expresses abstract idea of warning in visual terms.

Question 1 (f)

Explain the terms “Structured” and “Applied” designs as used in Fabric Decoration.

The question examined the candidates’ knowledge on the techniques of Fabric Design. Candidates were required to distinguish between “*Structured*” and “*Applied*” designs in Fabric Decoration.

Weaknesses

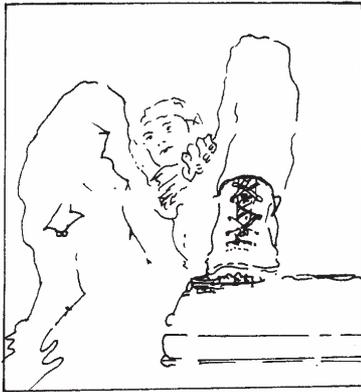
Most candidates were not familiar with the terms “*Structured*” and “*Applied*” designs as used in Fabric Decoration. Majority of them scored poorly in this item due to lack of knowledge of the technical terms used in the task.

Expected Responses

“*Structured*” designs are those that are constructed by looping, knitting, plaiting, netting, weaving, braiding etc. “*Applied*” designs are those printed or dyed on a fabric to render it more appealing or serve a particular purpose.

Question 1 (g)

Study the drawing below.



Explain how depth has been created in the drawing.

The question tested candidates’ knowledge on “*Perspective*”. They were required to study the drawing of the human form that had been given and explain how depth was created.

Weaknesses

Some of the candidates were not familiar with the principles of “*Perspective*” in 2-dimensional Art and Design and therefore scored poorly. The few candidates who appeared conversant with the rules of perspective performed extremely well in this question.

Expected Responses

Depth has been created in the drawing by use of perspective or foreshortening. Perspective is a method used to create an illusion of depth or space on a flat surface. In perspective things are represented the way they appear and not the way they are in nature. Distant objects become smaller, greyer and less detailed while near objects appear bigger, clearer and more detailed. To show this concept, artists employ perspective technique. Linear perspective mainly uses lines and when it is applied to human or animal forms or objects receding into depth, the result is called foreshortening.

Question 2

In the space provided below, make a sketch of a human head in profile.

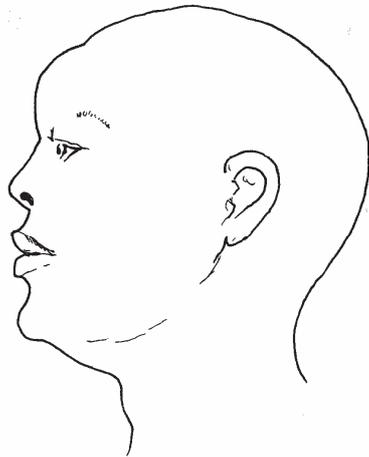
This was an application question and required the candidates to sketch a human head in profile. It was testing candidates' knowledge on the use of line and practical skills acquired in the course of learning drawing.

Weaknesses

Majority of the candidates misunderstood the term "**Profile**" and sketched the human head in frontal view. Some sketched a series of heads portraying different expressions which was not required as per the item. Some candidates showed poor use of line and poor application of drawing skills.

Expected Response

A sketch of a human head in profile. In days before camera's were invented, the only way to show what people looked like was to have artists draw or paint their portraits. Some artists liked showing, side views. It is these side-view portraits that are called profiles. Proportion of the head in relation to other features, for example: - eyes, ears, mouth, nose etc was an important aspect in sketching the head. A head in profile is shown below.



Question 3

- (a) Define the term impression in reference to printmaking.
- (b) State the **four** main stages in the procedure of creating impression.

The question required the candidates to define the term "**Impression**" in reference to printmaking. Candidates were further expected to state the main stages in the process of creating impression. The item basically tested on candidates knowledge on the printing process based on either block, screen and stenciling techniques.

Weaknesses

Majority of the candidates misunderstood the term “*Impression*” in reference to printmaking and therefore, gave wrong responses to the question. They failed to define the term “*Impression*” as required by the question. Some candidates were quite familiar with the procedure of creating impression and scored well, however, a few failed to present it in a logical sequence and performed poorly.

Expected Responses

- (a) Any imprint, mark or image created as a result of physical contact of an inked surface with a printing surface.

- (b)
 - (i) Sketch the design and transfer the image onto the block, screen or stencil;
 - (ii) If it is a block, cut out the negative areas, leaving the positive areas standing high. For the screen printing block, cut out the negative areas using shellac or varnish. And if you are using the stencil cut out the design and leave an opening on paper.
 - (iii) Apply ink onto the block, or in the screen or stencil.
 - (iv) Place the block, screen or stencil on the printing surface and apply pressure on the block or force the ink/dye to pass through the screen or stencil using a squeegee, dabbing ink through the opening of the stencil may be another alternative.
 - (v) Lift the block, screen or stencil to reveal the impression or print.

Question 4

- (a) Explain any **three** qualities that make lettering effective in layout.

- (b) In the space provided below, construct letter p in uppercase to illustrate “Counter” and “Serif”.

The question was based on Graphic Design and required the candidates to explain qualities which make lettering effective in layout. They were also required to construct *letter “p”* in uppercase and show “*Counter*” and “*Serif*” as parts of a letter.

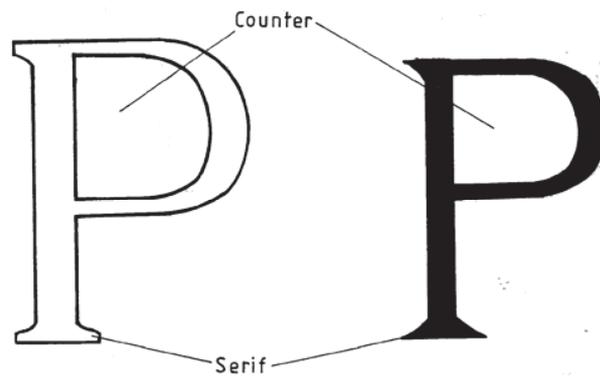
Weaknesses

Majority of the candidates scored quite well on the qualities that make lettering effective in a layout. However, they were not familiar with “*Counter*” and “*Serif*” parts of letter “*p*” and scored poorly in this part of the question.

Expected Responses

- (a)
 - (i) Spacing between letters, words and lines.
 - (ii) Appropriateness/suitability of letters to theme/function.
 - (iii) Clarity of letters for legibility /readability due to size/font, boldness and colour.
 - (iv) Attractiveness due to typeface/font, colour style.

- (b)



Question 9

- (a) Describe the process of trimming, mounting, framing and display in reference to picture presentation.
- (b) Using **one** illustration for each, show the difference between matt and window mounting.

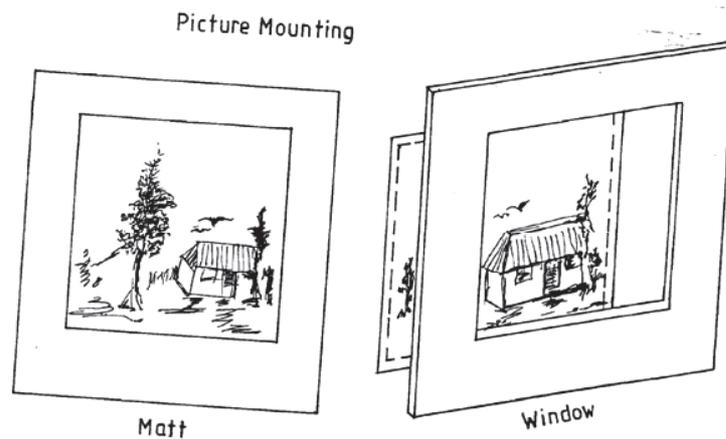
The question tested candidates on the process of mounting 2 – dimensional works of Art and Design. Specifically, they were required to describe the process of trimming, mounting framing and display in reference to picture presentation. They were also expected to use an illustration for each to show the difference between “*matt*” and “*window*” mounting.

Weaknesses

This question was optional and those candidates who selected it were generally weak and scored poorly. They failed to comprehend the process of mounting pictures for display and therefore, performed poorly. They were also not familiar with matt and window mounting, and therefore, failed to create appropriate illustrations to differentiate between the two techniques.

Expected Responses

- (a) Frames always improve the appearance of 2-dimensional artwork and make displays more attractive. The simplest kind of a frame is a mount. The following is the process of trimming, mounting, framing and displaying artwork in reference to picture presentation.
 - (i) Select pictures for mounting. Measure and cut edges to neaten to required size.
 - (ii) Select a piece of cardboard ensuring it is wider the picture.
 - (iii) Measure margins for top and sides equal and the bottom should be slightly wider.
 - (iv) Apply glue on the cardboard or back of the picture and stick it on the cardboard.
 - (v) Select suitable frame, measure and mark all round to determine the length and width.
 - (vi) Mark the dimensions of the picture on the frame to determine the position of the picture on the frame and cut through following the margins.
 - (vii) Position the picture and fix it from behind onto the frame using glue/ paste.
 - (viii) Select suitable wall or room with adequate natural lighting and air.
 - (ix) Place the pictures at a comfortable eye-level ensuring good spacing between them.
- (b)



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

DRAWING

- 1 From memory, make a drawing of children modelling at a fashion show. The drawing should be in an area of 35cm by 45cm.

OR

PAINTING

- 2 From imagination, create a painting inspired by the following remark:

“There is drama in the courtroom as the sentence is pronounced over a hardcore criminal.”

The painting should be in an area of 35cm by 45cm.

In *question 1*, the candidates were required to make a drawing of children modeling at a fashion show using the usual drawing tools. *Question 2*, the other optional task required the candidates to produce a painting from memory based on a courtroom drama after a hardcore criminal had been sentenced.

The questions were generally testing candidates’ ability to interpret the theme, use of media, application of elements and principles of Art and Design, organization (layout) and presentational skills.

Weaknesses

According to the candidates work, some misinterpreted the theme “*Children modeling at a fashion show*” and instead portrayed children modeling using clay. The use of media, practical application of the elements and principles of organization were not well executed by a considerable number of candidates. Many candidates had difficulties in rendering correct proportions of the children at the fashion show.

The painting “*Courtroom drama after a hardcore criminal is sentenced*” was quite challenging to most of the candidates who selected this option. Again, most candidates failed to render the correct proportions of the hardcore criminal and other human forms in the courtroom. Portrayal of mood in the courtroom was not properly attained by

most of the candidates work. They also failed to define and show the textural effects of forms in their compositions. Poor rendering of perspective and poor presentation were the other evident weaknesses noticed.

15.3.2 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 pop music group called Firebrand, requires a design for the cover of their newly released CD/Album. The name of the new release is called "Fill me up."
In three colours produce an illustrated design for the front and back of the CD/Album
The design should be within an area of 28cm by 48cm.

OR

- 4** Family Welfare Society of Kenya (FAWESO) is an organisation that advocates peace and stability in a family and campaigns against vices such as domestic violence, separation and divorce.
Design a three colour illustrated wall hanging highlighting the organisations campaigns.
The completed work should include the organisations logo and the motto "Upholding family values."
The design should measure 35cm by 52cm.

Questions in this alternative were based on Graphics. In *question 3*, the candidates were required to design an illustrated front and back cover of a CD/Album for a pop music group called Firebrand for their new release "*Fill me up*". *Question 4*, the other option required the candidates to design an illustrated campaign wall hanging for an organization "*FAWESO*" that advocates for peace and stability in a family and whose motto is "*Upholding family values*".

Weaknesses

The candidates work showed weaknesses in imagination and creativity in general. Some candidates' interpretation of the cover of the CD/Album was wrong and came up with inappropriate solutions to the task. Their work also showed poor arrangement and organisation of forms on the cover of the CD/Album. Other notable weaknesses were poor lettering, inappropriate spacing of letters and words and general lack of precision of forms in the cover of the CD/Album.

For the design of the wall hanging for FAWESO, an organization that advocates for peace and stability in a family, candidates who opted for this question had challenges interpreting the theme. Most of them had difficulties in portraying the organization's campaigns against domestic violence, separation and divorce. They also failed to incorporate the organizations logo and motto "*Upholding family values*". Poor rendering of illustrations and letterforms, poor layout, poor graphic presentation and finish were the other common weaknesses noticed in the candidates' wall hangings.

Advice to Teachers

Teachers are therefore advised to teach graphic design more comprehensively and expose candidates to practical