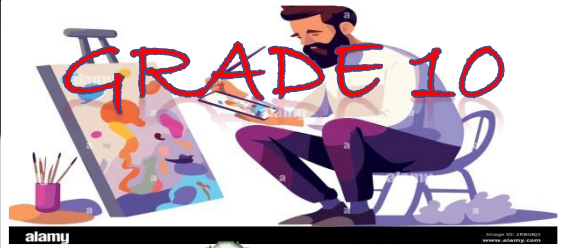


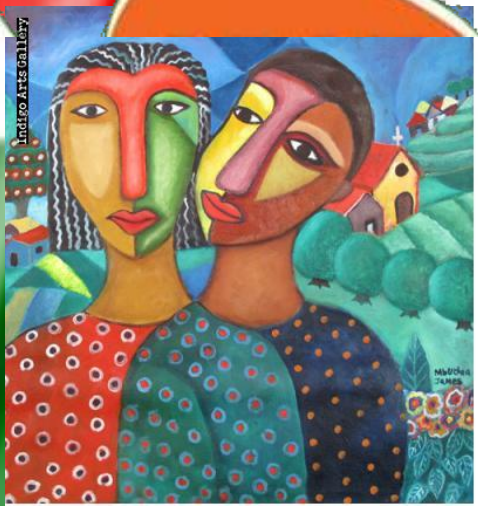
COMPETENCE BASED CURRICULUM

SENIOR SCHOOL

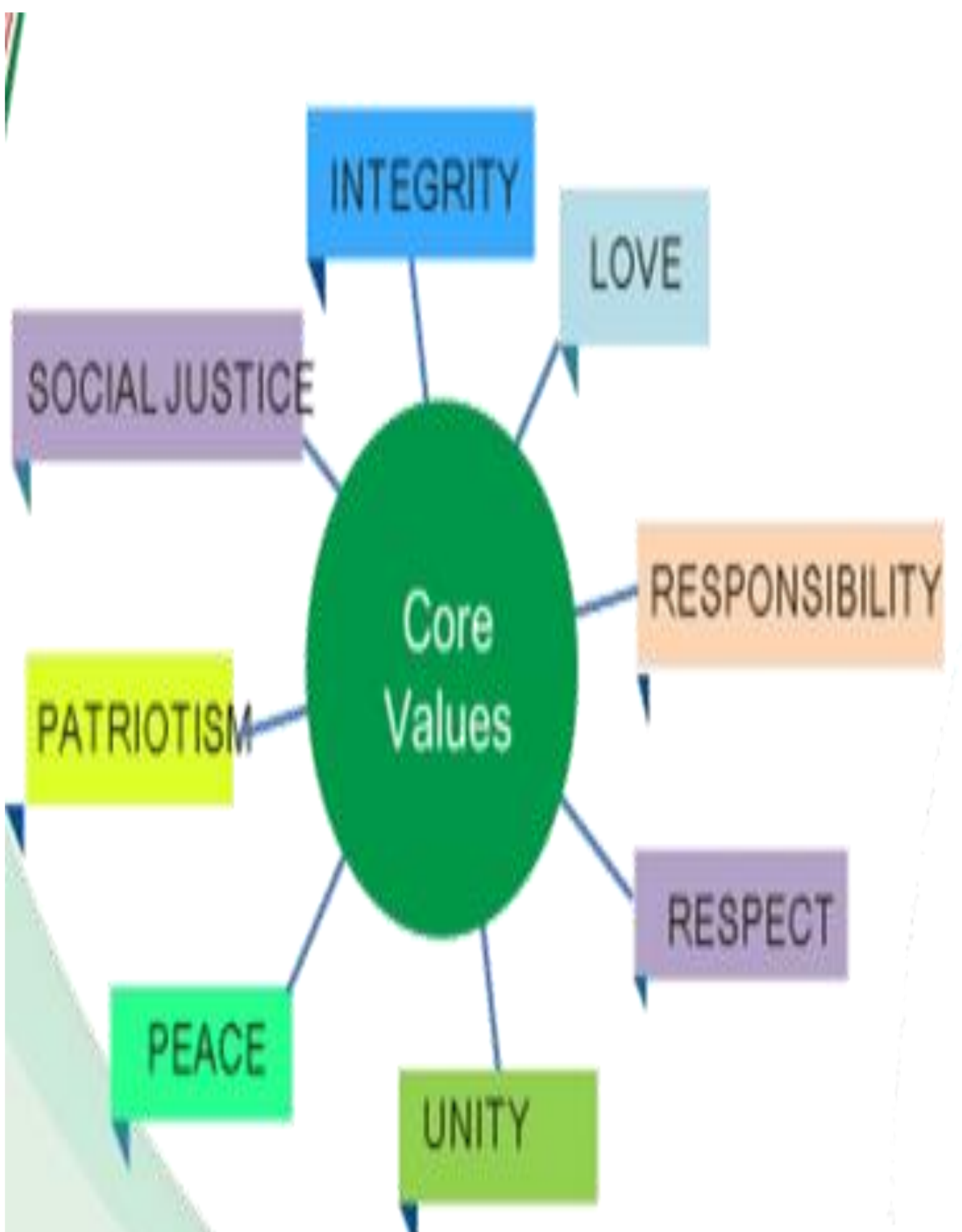


GUIDE NOTES

Fine ARTS



1ST EDITION





Communication and
Collaboration



Critical Thinking
and Problem
Solving



Digital
Literacy



Citizenship



Imagination and
Creativity



New Kenya Basic Education Curriculum Framework

2 - 6 - 6 - 3

Pre - Primary School - 2 Yrs.

Pre-Primary 1

Pre-Primary 2

Formative Assessment

Lower Primary School - 3 Yrs.

Grade 1

Grade 2

Grade 3

Formative Assessment and
National Assessment

Upper Primary School - 3 Yrs.

Grade 4

Grade 5

Grade 6

Formative Assessment and
National Assessment

Lower Secondary School - 3 Yrs.

Grade 7

Grade 8

Grade 9

Formative Assessment and
National Assessment

Senior Secondary School - 3 Yrs.

Grade 10

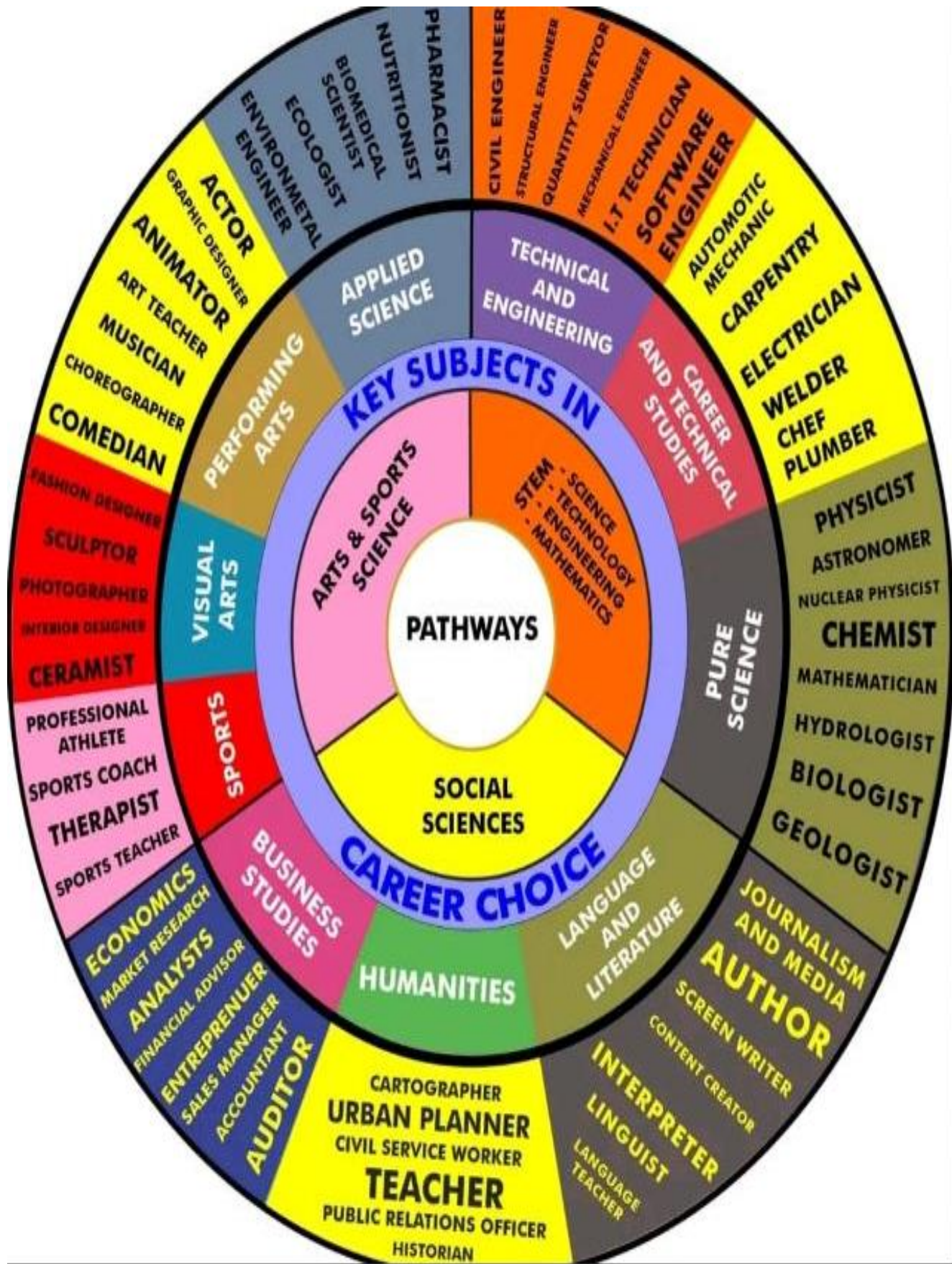
Grade 11

Grade 12

Formative Assessment and
National Assessment

Tertiary and Higher Education
3 Years

- ❑ **Formative Assessments** - Ongoing throughout term/semester
- ❑ **National Assessments** - Summative - end of lower and upper primary education, lower secondary education and senior school. For placement and certification



LIST OF LEARNING AREAS AT SENIOR SCHOOL

Compulsory Subjects	Science, Technology, Engineering & Mathematics (STEM)	Social Sciences	Arts & Sports Science
1. English 2. Kiswahili/KSL 3. Community Service Learning 4. Physical Education <i>NB: ICT skills will be offered to all students to facilitate learning and enjoyment</i>	5. Mathematics/Advanced Mathematics 6. Biology 7. Chemistry 8. Physics 9. General Science 10. Agriculture 11. Computer Studies 12. Home Science 13. Drawing and Design 14. Aviation Technology 15. Building and Construction 16. Electrical Technology 17. Metal Technology 18. Power Mechanics 19. Wood Technology 20. Media Technology* 21. Marine and Fisheries Technology*	22. Advanced English 23. Literature in English 24. Indigenous Language 25. Kiswahili Kipevu/Kenya Sign Language 26. Fasihi ya Kiswahili 27. Sign Language 28. Arabic 29. French 30. German 31. Mandarin Chinese 32. History and Citizenship 33. Geography 34. Christian Religious Education/ Islamic Religious Education/Hindu Religious Education 35. Business Studies	36. Sports and Recreation 37. Physical Education (C) 38. Music and Dance 39. Theatre and Film 40. Fine Arts

LESSON DISTRIBUTION AT SENIOR SCHOOL

The number of lessons in each of the compulsory learning areas shall be 4; while the optional areas shall be 6 lessons each. A lesson shall be 40 minutes. The "**free**" lessons shall be used for development of ICT skills, Pastoral Instruction Programme (PPI), projects, collaborative study and further reading.

NATIONAL GOALS OF EDUCATION

Education in Kenya should:

1. Foster nationalism and patriotism and promote national unity.

Kenya's people belong to different communities, races and religions, but these differences need not divide them. They must be able to live and interact as Kenyans. It is a paramount duty of education to help young people acquire this sense of nationhood by removing conflicts and promoting positive attitudes of mutual respect which enable them to live together in harmony and foster patriotism in order to make a positive contribution to the life of the nation.

2. Promote the social, economic, technological and industrial needs for national development.

Education should prepare the youth of the country to play an effective and productive role in the life of the nation.

a) Social Needs

Education in Kenya must prepare children for changes in attitudes and relationships which are necessary for the smooth progress of a rapidly developing modern economy. There is bound to be a silent social revolution following in the wake of rapid modernization. Education should assist our youth to adapt to this change.

b) Economic Needs

Education in Kenya should produce citizens with the skills, knowledge, expertise and personal qualities that are required to support a growing economy. Kenya is building up a modern and independent economy which is in need of an adequate and relevant domestic workforce.

c) Technological and Industrial Needs

Education in Kenya should provide learners with the necessary skills and attitudes for industrial development. Kenya recognizes the rapid industrial and technological changes taking place, especially in the developed world. We can only be part of this development if our education system is deliberately focused on the knowledge, skills and attitudes that will prepare our young people for these changing global trends.

3. Promote individual development and self-fulfilment

Education should provide opportunities for the fullest development of individual talents and personality. It should help children to develop their potential interests and abilities. A vital aspect of individual development is the building of character.

4. Promote sound moral and religious values.

Education should provide for the development of knowledge, skills and attitudes that will enhance the acquisition of sound moral values and help children to grow up into self-disciplined, self-reliant and integrated citizens.

5. Promote social equality and responsibility.

Education should promote social equality and foster a sense of social responsibility within an education system which provides equal educational opportunities for all. It should give all children varied and challenging opportunities for collective activities and corporate social service irrespective of gender, ability or geographical environment.

6. Promote respect for and development of Kenya's rich and varied cultures.

Education should instill in the youth of Kenya an understanding of past and present cultures and their valid place in contemporary society. Children should be able to blend the best of traditional values with the changing requirements that must follow rapid development in order to build a stable and modern society.

7. Promote international consciousness and foster positive attitudes towards other nations.

Kenya is part of the international community. It is part of the complicated and interdependent network of peoples and nations.

Education should therefore lead the youth of the country to accept membership of this international community with all the obligations and responsibilities, rights and benefits that this membership entails.

8. Promote positive attitudes towards good health and environmental protection.

Education should inculcate in young people the value of good health in order for them to avoid indulging in activities that will lead to physical or mental ill health. It should foster positive attitudes towards environmental development and conservation. It should lead the youth of Kenya to appreciate the need for a healthy environment.

LEVEL LEARNING OUTCOMES

By the end of Senior School, the learner should be able to:

1. Communicate effectively and utilise information and communication technology across varied contexts.
2. Apply mathematical, logical and critical thinking skills for problem solving.
3. Apply basic research and scientific skills to manipulate the environment and solve problems.
4. Exploit individual talents for leisure, self-fulfilment, career growth, further education and training.
5. Uphold national, moral and religious values and apply them in day to day life.
6. Apply and promote health care strategies in day to day life.
7. Protect, preserve and improve the environment for sustainability.
8. Demonstrate active local and global citizenship for harmonious co-existence.
9. Demonstrate appreciation of diversity in people and cultures.
10. Manage pertinent and contemporary issues responsibly.

THE SENIOR SCHOOL IN THE COMPETENCY BASED CURRICULUM (CBC)

Senior School is the fourth level of Basic Education in the Competency Based Curriculum (CBC) that learners shall come to after the Pre-Primary, Primary and Junior School (JS). The essence of Senior School is to offer learners a Pre-University/ Pre-career experience where the learners have an opportunity to choose pathways where they have demonstrated interest and/or potential at the earlier levels. Senior school comprises three years of education for learners in the age bracket of **15 to 18 years** and lays the foundation for further education and training at the tertiary level and the world of work. In the CBC vision, learners exiting this level are expected to be **engaged, empowered and ethical citizens** ready to participate in the socio-economic development of the nation.

At this level, learners shall take **SEVEN (07) learning areas (LAs)** as recommended by the *Presidential Working Party on Educational Reforms* (PWPER). These shall comprise **Four Compulsory** learning areas, and Three learning areas opted for by the learner according to their chosen Pathway. While English and Kiswahili are indicated as Compulsory, the learners who opt for these learning areas as their subjects of specialization shall go through a *differentiated curriculum* in terms of scope, experiences and assessment. Such learners shall; therefore, take *Advanced English* or *Kiswahili Kipevu* with additional two lessons. It is recommended that **AT LEAST TWO** learning areas should be from chosen Pathway. In exceptional cases, some learners may opt for **ONE** learning area from the chosen Pathway and a maximum of **TWO** learning areas from any of the three pathways; depending on the learner's career projections and with guidance by the principals at Senior School.

PROPOSED LIST OF SUBJECTS AT SENIOR SCHOOL

LESSON DISTRIBUTION AT SENIOR SCHOOL

The number of lessons in each of the compulsory learning areas shall be 4; while the optional areas shall be 6 lessons each. A lesson shall be 40 minutes. The "free" lessons shall be used for development of ICT skills, Pastoral Instruction Programme (PPI), projects, collaborative study and further reading.

ESSENCE STATEMENT

Fine Arts is an elective subject within the Creative Arts and Sports pathway at Senior School. It comprises two-dimensional (2D) and three-dimensional (3D) art techniques. As learners enter Senior School, they bring foundational Fine Arts knowledge from earlier stages, allowing this course to build upon and extend their skill of researching, critical thinking and creativity in expressing ideas, feelings, and emotions through Art work

The Fine Arts curriculum is divided into three main strands: Picture Making, Multimedia Art, and Indigenous Art. Within these strands, various sub-strands foster the development of observation, imagination, and creativity. Through research, documentation, exhibition techniques, and hands-on practice, learners gain visual literacy, cognitive, and emotional skills. These experiences broaden their analytical skills and personal perspectives alongside global cultural contexts.

This comprehensive approach provides a strong foundation for artistic and intellectual growth, preparing learners for careers in creative fields such as professional fine art, visual communication, industrial design, museum and gallery curatorial work, photojournalism, advertising, film, animation, video production, and architecture, among others.

In alignment with global trends, the integration of digital literacy at Senior School aims to ensure high-quality blended learning. This equips learners with technological proficiency, creativity, and cognitive abilities essential for success in all areas of life, enabling them to make meaningful contributions to the creative economy.

SUBJECT GENERAL LEARNING OUTCOMES

By the end of senior school, the learner should be able to;

1. Deepen visual perception skills through exploration of various artistic techniques in 2Dimensional and 3Dimensional works.
2. Promote understanding of diverse fine art works from Kenya to promote patriotism.
3. Demonstrate appreciation of the Fine art through the historical perspective
4. Acquire research and analytical skills to document and critique artworks.
5. Explore a range of materials, techniques and tools used in fine arts to create functional and aesthetic artworks.
6. Explore and develop skills in ICT for design, production and presentation of fine artworks.
7. Apply creative and innovative skills to make materials from up-cycled and recycled objects from the immediate environment.
8. Demonstrate understanding of the creative process in fine arts for portfolio development.
(document)
9. Acquire art related entrepreneurial skills for economic empowerment.
10. Appreciate indigenous African crafts and use them as sources of inspiration in design and production.

SUMMARY OF STRANDS AND SUB STRANDS

1.0 Picture Making Techniques (2 D Art)

1.1 Drawing

1.2 Painting

1.3 Collage

2.0 Multimedia Arts (2 D Art)

2.1 Graphic Design

2.2 Fabric decoration: Tie and dye

2.3 Fabric decoration: Batik

3.0 Indigenous Crafts (3 D Art)

3.1 Pottery

3.2 Sculpture

3.3 Weaving

3.4 Jewellery and Ornamentation

3.5 Art Appreciation

STRAND 1.0: PICTURE MAKING TECHNIQUES (2D ART)

1.1. Drawing

Suggested Learning Experiences:

- **Digital/Virtual Art Exploration:** Use digital devices to research and study 2D artworks, focusing on:
 - ✓ **Elements:**
 - ✓ Line (contour, implied).
 - ✓ Shape (overlapping).
 - ✓ Texture (tactile, simulated).
 - ✓ Value (tinting, shading).
 - ✓ Color (hue, value, intensity).
 - ✓ **Principles:**
 - ✓ Balance.
 - ✓ Dominance.
 - ✓ Proportion.
 - ✓ Rhythm and movement.
 - ✓ Harmony/unity.
- **Perspective Observation:** Explore real-world and virtual objects to understand linear perspective, specifically one-point perspective.
- **One-Point Perspective Drawing:** Draw angular objects using one-point perspective, emphasizing convergence lines and vanishing points.
- **Two-Point Perspective Observation:** Explore real-world and virtual objects to understand linear perspective, specifically two-point perspective.
- **Two-Point Perspective Drawing:** Draw angular objects and spaces using two-point perspective, emphasizing convergence lines and two vanishing points.
- **Still Life Composition:** Set up a still life with various objects, observing overlaps and sizes, and draw it, focusing on:
 - ✓ Sketching.
 - ✓ Shading (smudge technique).
 - ✓ Adding details.
 - ✓ Refining.
- **Portfolio Folder Creation:** Use recyclable materials to make a one-fold portfolio folder for storing 2D artworks.
- **Portfolio Presentation:** Present the drawings in the portfolio for critique and feedback.

Content and Key Concepts:

a) Analyzing Elements and Principles of 2D Art in Drawing:

- **Elements of Art:**

- ✚ **Line:**

- ✓ Contour lines define the edges of objects.
- ✓ Implied lines suggest edges or movement.

- ✚ **Shape:**

- ✓ Overlapping shapes create depth.

- ✚ **Texture:**

- ✓ Tactile texture is physical texture.
- ✓ Simulated texture is the illusion of texture.

- ✚ **Value:**

- ✓ Tinting adds white to a color.
- ✓ Shading adds black to a color.

- ✚ **Color:**

- ✓ Hue is the pure color.
- ✓ Value is the lightness or darkness of a color.
- ✓ Intensity is the brightness or dullness of a color.

- **Principles of Art:**

- ✚ **Balance:** Visual equilibrium.

- ✚ **Dominance:** Emphasis on a focal point.

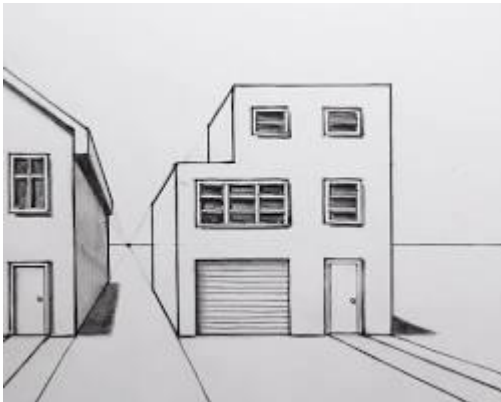
- ✚ **Proportion:** Size relationships.

- ✚ **Rhythm and Movement:** Visual flow.

- ✚ **Harmony/Unity:** Cohesion and agreement.

b) Drawing Objects in One-Point Perspective:

- ✓ One vanishing point on the horizon line.
- ✓ Parallel lines converge at the vanishing point.
- ✓ Image: a simple drawing demonstrating one point perspective.



One point perspective drawing

c) Drawing Objects in Two-Point Perspective:

- Two vanishing points on the horizon line.
- Parallel lines converge at the respective vanishing points.
- Image: a simple drawing demonstrating two point perspective.



Two point perspective drawing

d) Applying Stages of Drawing in a Still Life Composition:

- ✓ **Sketching:** Establish basic shapes and composition.
- ✓ **Shading (Smudge):** Add value and form using shading techniques.
- ✓ **Adding Details:** Refine edges and add textures.
- ✓ **Refining:** Final adjustments and finishing touches.

e) Making a Portfolio Folder:

- ✓ Use cardboard or other recyclable materials.
- ✓ Create a simple one-fold design.
- ✓ Ensure the folder is sturdy and practical.

f) Valuing Drawing as a Technique:

- ✓ Drawing is a fundamental art skill.
- ✓ It allows for observation, expression, and communication.
- ✓ It is essential for various art forms.

1.2. Painting

Suggested Learning Experiences:

- ✚ **Virtual/Actual Source Study:** Research and study paintings using wash techniques, focusing on:
 - ✓ Wash techniques (flat and graded).
- ✚ **Wash Technique Experimentation:** Experiment with flat and graded washes on paper using watercolors.
- ✚ **Viewfinder Creation:** Make a viewfinder using recycled paper.
- ✚ **Environmental Exploration:** Explore the environment and use the viewfinder to select sceneries for painting, focusing on:
 - ✓ Foreground.
 - ✓ Middleground.
 - ✓ Background.
 - ✓ Dominance.
- ✚ **Scenery Sketching:** Sketch the selected scenery for painting.
- ✚ **Scenery Painting:** Paint the sceneries using wash techniques, emphasizing color value to create atmospheric effect and depth.
- ✚ **Brush-Spraying Technique Study:** Research and study brush-spraying techniques.
- ✚ **Brush-Spraying Composition:** Create a pictorial composition using brush-spraying techniques.
- ✚ **Critique and Appreciation:** Participate in critiques and discussions to appreciate own and others' paintings.

Content and Key Concepts:

a) Describing Wash Techniques of Painting:

- ✓ **Wash Technique:** A painting technique using diluted paint to create transparent layers of color.
- ✓ **Flat Wash:** A uniform layer of color applied evenly across the surface.
- ✓ **Graded Wash:** A wash that transitions from dark to light or one color to another.
- ✓ Image: An image showing an example of a flat wash, and a graded wash.



Graded wash example

b) Painting Sceneries Using Wash Technique:

- ✓ **Viewfinder:** A tool used to frame and select a composition.
- ✓ **Foreground:** The area closest to the viewer.
- ✓ **Middleground:** The area between the foreground and background.
- ✓ **Background:** The area furthest from the viewer.
- ✓ **Dominance:** The focal point or area of emphasis.
- ✓ **Atmospheric Effect:** Creating the illusion of depth and distance using color values.

c) Describing Brush-Spraying Techniques of Painting:

- ✓ **Brush-Spraying:** A technique that involves flicking or spraying paint from a brush onto the surface.
- ✓ **Tools:** Toothbrushes, stiff brushes, or spray bottles can be used.
- ✓ **Effects:** Creates textured or speckled effects.
- ✓ **Image:** An image showing a brush spraying technique being used.



Brush spraying technique

d) Creating a Pictorial Composition Using Brush-Spray Painting Technique:

- ✓ **Composition:** The arrangement of elements in a painting.
- ✓ **Planning:** Consider the subject, colors, and textures.
- ✓ **Application:** Experiment with different spraying techniques to achieve desired effects.

e) Appreciating Own and Others' Paintings:

- ✓ **Critique:** Offering constructive feedback on artworks.
- ✓ **Appreciation:** Recognizing and valuing the artistic qualities of paintings.
- ✓ **Reflection:** Thinking about the techniques, concepts, and emotions conveyed by the artworks.

1.3. Collage

Suggested Learning Experiences:

- ✓ **Virtual/Actual Collage Exploration:** Explore and discuss collage artworks by local and international artists, focusing on:
 - ✚ Characteristics: mixed-media, single-media, textural effect, 3D effect, painterly effect, juxtaposition, superimposition.
- ✓ **Material Collection and Preparation:** Safely collect and prepare recyclable materials, focusing on:
 - ✚ Support, adhesive, and type of materials.
- ✓ **Sketch Development:** Develop sketches for single-media and mixed-media collages.
- ✓ **Single-Media Collage Creation:** Use the sketch to create a single-media collage (e.g., paper) based on animal welfare, focusing on:
 - ✚ Shapes, color, painterly effect, juxtaposition, and superimposition.
- ✓ **Mixed-Media Collage Creation:** Use the sketch to create a mixed-media collage composition based on environmental conservation, focusing on:
 - ✚ Variation of tone, texture, and 3D effect.
- ✓ **Finishing Techniques:** Use appropriate finishing techniques, such as trimming and mounting.
- ✓ **Presentation and Critique:** Present own collage work confidently and provide clear feedback on peers' work.

Content and Key Concepts:

a) Analyzing the Concept of Collage Technique:

- **Collage:** An artistic technique of assembling different materials to create a new whole.
- **Characteristics:**
 - ✓ **Mixed-Media:** Using various materials (paper, fabric, found objects).
 - ✓ **Single-Media:** Using only one type of material.
 - ✓ **Textural Effect:** Creating visual or tactile textures.
 - ✓ **3D Effect:** Creating depth and dimension.
 - ✓ **Painterly Effect:** Mimicking painting techniques.
 - ✓ **Juxtaposition:** Placing contrasting elements side by side.
 - ✓ **Superimposition:** Layering materials on top of each other.
- **Image:** An image of a mixed media collage.



Mixed media collage

- Image: An image of a single media collage.



Single media collage

b) Creating a Single-Media Collage Composition:

- ✓ **PCI Theme:** Pertinent and contemporary issues.
- ✓ **Animal Welfare:** Focus on shapes, color, painterly effect, juxtaposition, and superimposition to convey the theme.
- ✓ **Materials:** Paper, cardboard, or other single-media materials.

c) Creating a Mixed-Media Collage Composition:

- ✓ **PCI Theme:** Environmental conservation.
- ✓ **Focus:** Variation of tone, texture, and 3D effect to convey the theme.
- ✓ **Materials:** Various recyclable materials, found objects, fabrics, and papers.

d) Appraising Own and Peers' Collage Artworks:

- ✓ **Critique:** Offering constructive feedback on composition, technique, and theme interpretation.
- ✓ **Appreciation:** Recognizing and valuing the artistic qualities of the collages.
- ✓ **Reflection:** Thinking about the techniques, concepts, and emotions conveyed by the artworks.

STRAND 2.0: MULTIMEDIA ARTS (2D ART)

2.1. Graphic Design (10 Lessons)

Suggested Learning Experiences:

- ✓ **Calligraphy Video and Discussion:** Watch videos on calligraphy and discuss:
 - ✓ Making the pen (cutting the tip).
 - ✓ Angle of writing.
 - ✓ Stylization of ascenders, body, and descenders.
- ✓ **Calligraphy Pen Improvisation:** Use recyclable materials to improvise two calligraphy pens (flat and slanted tips).
- ✓ **Calligraphy Practice:** Practice writing letters, numerals, and other characters.
- ✓ **Seasonal Card Calligraphy:** Use guidelines to write text, maintaining the correct pen angle, to create a seasonal card in lowercase.
- ✓ **Graphic Design Element Research:** Research elements of graphic design (illustrations, layout, color, and lettering).
- ✓ **Trademark Design:** Use computer-aided design to create a two-color trademark.
- ✓ **Poster Observation:** Observe actual or virtual samples of educational, social, and advertisement posters.
- ✓ **Poster Design:** Create an advertisement poster in freehand, emphasizing:
 - ✓ Line and wash illustrations.
 - ✓ Layout.
 - ✓ Color.
 - ✓ Dominance.
- ✓ **Display and Critique:** Display and critique others' works, reflecting on own illustrations.

Content and Key Concepts:

a) Analyzing the Concept of Calligraphy:

- **Calligraphy:** The art of beautiful handwriting.
- **Pen Making:** Cutting the pen tip to create specific strokes.
- **Angle of Writing:** Maintaining a consistent pen angle for uniform strokes.
- **Stylization:** Designing letterforms with artistic flair.
- **Image:** An image of a calligraphy pen, and calligraphy writing.



Calligraphy writing

b) Illustrating Short Text for a Seasonal Card:

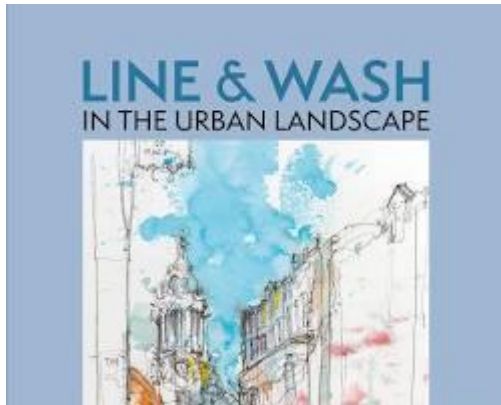
- **Guidelines:** Using lines to maintain letter height and spacing.
- **Lowercase Letters:** Writing text in lowercase for a casual or elegant feel.
- **Seasonal Card:** Designing a card for holidays, celebrations, or special occasions.

c) Designing a Trademark:

- **Trademark:** A symbol, design, or phrase legally registered to represent a company or product.
- **Computer-Aided Design (CAD):** Using software to create and manipulate designs.
- **Two-Color Design:** Using two colors for simplicity and impact.

d) Designing a Poster:

- **Line and Wash Illustrations:** Combining line drawings with watercolor washes for visual appeal.
- **Layout:** Arranging text and images for effective communication.
- **Color:** Using color to convey mood and attract attention.
- **Dominance:** Creating a focal point to draw the viewer's eye.
- **Image:** An image of a poster that uses line and wash illustrations.



line and wash poster

e) Appraising Own and Others' Work:

- **Critique:** Offering constructive feedback on design elements, composition, and effectiveness.
- **Reflection:** Thinking about the design process and its outcomes.
- **Presentation:** Displaying and discussing artworks with confidence.

2.2. Fabric Decoration: Tie and Dye

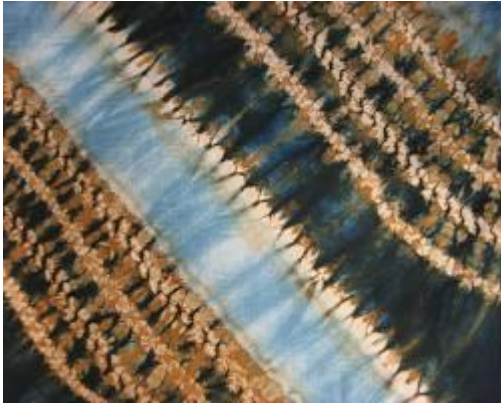
Suggested Learning Experiences:

- ✓ **Tie and Dye Research:** Explore actual and virtual sources to research tie and dye, focusing on:
 - ✚ Concept (West Africa, Europe/China).
 - ✚ Techniques (diamond and spiral methods).
 - ✚ Materials and tools (dyes, fabric).
- ✓ **Fabric Preparation:** Collaborate in sourcing and preparing cotton fabrics suitable for the methods.
- ✓ **Fabric Tying:** Tie the fabric according to the technique (diamond and spiral methods).
- ✓ **Dye Bath Preparation:** Prepare two dye baths according to manufacturer instructions, observing safety precautions.
- ✓ **Fabric Dyeing:** Dye the fabric in two colors for each method.
- ✓ **Finishing:** Rinse, dry, and iron the fabric to make a scarf/tablecloth, observing safety precautions.
- ✓ **Display and Peer Assessment:** Collaboratively display and have peer assessment of the finished artworks.

Content and Key Concepts:

a) Analyzing the Concept of Tie and Dye:

- ✚ **Tie and Dye:** A resist dyeing technique where fabric is tied, folded, or clamped to prevent dye penetration, creating patterns.
- ✚ **Cultural Significance:**
 - ✓ **West Africa:** Adire (Nigeria), Bogolanfini (Mali).
 - ✓ **Europe/China:** Batik influences, Shibori (Japan).
- ✚ **Materials:**
 - ✓ Natural or synthetic dyes.
 - ✓ Cotton, silk, rayon fabrics.
 - ✓ Rubber bands, string, clamps, sticks.
- ✚ **Image:** An image of Tie and dye fabric from west Africa.



West African Tie and Dye Fabric

b) Tie and Dye Fabric to Create Diamond Effects:

- **Diamond Method:** Folding and tying fabric to create diamond-shaped patterns.
- **Technique:** Folding the fabric into a series of triangles and securing them with rubber bands or string.
- **Color Application:** Applying different colors to sections of the tied fabric.
- **Image:** An image demonstrating how to tie fabric for diamond patterns.



diamond pattern tie and dye technique

c) Tie and Dye Fabric to Create Spiral Effects:

- **Spiral Method:** Twisting and tying fabric to create spiral patterns.
- **Technique:** Pinching the fabric at the center and twisting it into a spiral, then securing it with rubber bands or string.
- **Color Application:** Applying different colors to sections of the spiraled fabric.
- **Image:** An image demonstrating how to tie fabric for spiral patterns.



spiral pattern tie and dye technique

d) Appraising Own and Others' Decorated Fabrics:

- **Assessment:** Evaluating the patterns, color application, and overall design of the fabrics.
- **Peer Feedback:** Providing constructive criticism and suggestions for improvement.
- **Reflection:** Thinking about the techniques used and the final outcomes.

2.3. Fabric Decoration: Batik

Suggested Learning Experiences:

- ✓ **Batik Research:** Use digital devices to research batik, focusing on:
 - ❖ Concept (Indonesia/Ghana/Nigeria/Senegal).
 - ❖ Techniques (crackled effect, textured effect).
 - ❖ Materials and tools.
- ✓ **Fabric Preparation:** Collaborate in sourcing and preparing cotton fabrics suitable for the methods.
- ✓ **Wax Preparation:** Safely prepare wax using recyclable paraffin and beeswax in ratios of 2:1.
- ✓ **Fabric Waxing:** Wax the fabric and let it cool to create a crackled and textured effect on each fabric.
- ✓ **Dye Bath Preparation:** Safely prepare a cold dye bath according to manufacturer instructions and dye the fabric.
- ✓ **Dewaxing:** Dewax the fabric by rubbing, ironing, or using white spirit.

- ✓ **Display and Peer Assessment:** Display and have peer assessment of the finished artworks.

Content and Key Concepts:

a) Analyzing the Concept of Batik in Fabric Decoration:

- ❖ **Batik:** A wax-resist dyeing technique where wax is applied to fabric, creating patterns by preventing dye penetration.
- ❖ **Cultural Significance:**
 - ✓ **Indonesia:** Traditional batik techniques and patterns.
 - ✓ **Ghana, Nigeria, Senegal:** African batik variations and styles.
- ❖ **Materials and Tools:**
 - ✓ Natural or synthetic dyes.
 - ✓ Cotton, silk, rayon fabrics.
 - ✓ Wax (beeswax, paraffin).
 - ✓ Tjanting tools, brushes, stamps.
 - ✓ Heating tools.
- ❖ Image: An image of a batik fabric from indonesia.



Indonesian Batik Fabric

b) Batik Fabric to Create Crackled and Textured Effects:

- **Crackled Effect:** Achieved by bending or crumpling the waxed fabric, creating cracks where the dye can penetrate.
 - ✓ **Technique:** Applying wax, then manipulating the fabric before dyeing.
 - ✓ Image: An image of fabric that has a crackled batik effect.



Crackled Batik

- **Textured Effect:** Achieved by using different tools or techniques to apply wax, creating raised or patterned surfaces.
 - ✓ **Technique:** Using textured tools or layering wax.
 - ✓ **Image:** An image of fabric that has a textured batik effect.



textured Batik

c) Appraising Own and Others' Decorated Fabrics:

- ✓ **Assessment:** Evaluating the patterns, color application, and overall design of the batik fabrics.
- ✓ **Peer Feedback:** Providing constructive criticism and suggestions for improvement.
- ✓ **Reflection:** Thinking about the techniques used and the final outcomes.

STRAND 3.0: INDIGENOUS CRAFTS (3D ART)

3.1. Pottery and Ceramics

Suggested Learning Experiences:

- **Pottery Research:** Research virtual and/or actual sources on pottery, focusing on:
 - ✓ Practices in Kenya.
 - ✓ Properties of clay (plasticity, porosity, vitrification).
 - ✓ Preparation of clay.
- **Clay Preparation:** Source clay, dry, crush, slake, sieve, dry, knead, and wedge; and store for use.
- **Pellet Technique Video:** Watch a video on the pellet technique to analyze uniformity and joining of pellets.
- **Pellet Vase Modeling:** Model a clay vase using the pellet technique, emphasizing:
 - ✓ Uniformity of pellets.
 - ✓ Joinery of clay pellets.
 - ✓ Elements and principles of 3D art.
- **Updraught Kiln Construction:** Collaboratively use recyclable materials to build an updraught kiln, considering safety.
- **Pellet Vase Firing:** Fire the pellet vases in the updraught kiln, observing safety precautions.
- **Display and Peer Feedback:** Display own and others' work for peer feedback and reflection.

Content and Key Concepts:

a) Analyzing Properties of Clay in Pottery:

- **Plasticity:** The ability of clay to be molded and retain its shape.
- **Porosity:** The ability of clay to absorb water.
- **Vitrification:** The process of clay becoming glass-like when fired at high temperatures.
- **Kenyan Pottery:** Investigate traditional pottery practices in various Kenyan communities.

b) Preparing Clay for Pottery:

- **Sourcing:** Obtaining clay from local sources.
- **Drying:** Removing excess moisture from the clay.
- **Crushing:** Breaking down large clay lumps.
- **Slaking:** Soaking clay in water to break it down.
- **Sieving:** Removing impurities from the clay.
- **Kneading and Wedging:** Removing air bubbles and ensuring uniform consistency.
- **Image:** An image of someone wedging clay.



wedging clay

c) Modeling a Hand-Built Vase Using the Pellet Technique:

- ❖ **Pellet Technique:** Building a clay form by joining small pellets of clay.
- ❖ **Uniformity:** Creating pellets of consistent size and shape.
- ❖ **Joinery:** Ensuring strong bonds between pellets.
- ❖ **Elements of 3D Art:**
 - ✓ Texture, color, voids, solids, planes, contours.
- ❖ **Principles of 3D Art:**
 - ✓ Balance, contrast, movement, unity & harmony, proportion & dominance.

d) Firing the Pellet Vases in an Updraught Kiln:

- **Updraught Kiln:** A kiln where heat rises through the chamber.
- **Construction:** Using recyclable materials to build a safe and effective kiln.
- **Safety Precautions:** Ensuring proper ventilation and handling of fire.
- Image: An image of an updraught kiln.



updraught kiln

e) Appraising the Hand-Built Pellet Vases for Feedback:

- **Assessment:** Evaluating the form, texture, and overall quality of the vases.
- **Peer Feedback:** Providing constructive criticism and suggestions for improvement.
- **Reflection:** Thinking about the techniques used and the final outcomes.

3.2. Sculpture (20 Lessons)

Suggested Learning Experiences:

- **Indigenous Relief Sculpture Exploration:** Explore virtual and/or actual samples of indigenous relief sculptures in Eastern and Central Africa (Makonde, Akamba, Karamajong', and Bamileke of DRC), emphasizing:
 - ✓ Subject matter.
 - ✓ Material.
 - ✓ Tools.
 - ✓ Finishing techniques.
- **Relief Sculpture Design and Carving:** Design and carve a relief sculpture inspired by indigenous sculptures from East Africa, emphasizing:
 - ✓ Interpretation of subject matter.
 - ✓ Selection and preparation of appropriate recyclable material from the environment.
 - ✓ Elements and principles of 3D art.
 - ✓ Finishing.
- **Display and Critique:** Communicate with clarity as they display and critique own and others' artwork.

Content and Key Concepts:

a) Examining the Concept of Relief Sculpture:

- **Relief Sculpture:** A sculptural technique where figures or designs are raised from a flat background.
- **Indigenous Relief Sculptures:**
 - ✓ **Makonde (Tanzania/Mozambique):** Known for intricate ebony carvings.
 - ✓ **Akamba (Kenya):** Known for wood carvings with detailed patterns.
 - ✓ **Karamajong' (Uganda):** Known for functional and symbolic wood carvings.
 - ✓ **Bamileke (DRC):** Known for elaborate bronze and wood carvings.
- **Subject Matter:** Often reflects cultural narratives, myths, or daily life.
- **Materials:** Wood, stone, clay, metal.
- **Tools:** Chisels, gouges, mallets, knives.
- **Finishing Techniques:** Polishing, staining, painting.
- **Image:** An image of a Makonde relief sculpture.



Makonde Relief Sculpture

b) Carving a Relief Sculpture:

- ✓ **Design:** Sketching or planning the relief design.
- ✓ **Material Selection:** Choosing appropriate recyclable materials (wood, cardboard, clay).
- ✓ **Preparation:** Preparing the material for carving (cleaning, shaping).
- ✓ **Carving Techniques:** Using tools to remove material and create the relief.
- ✓ **Elements of 3D Art:**
 - ❖ Texture, form, space, line, value.
- ✓ **Principles of 3D Art:**
 - ❖ Balance, proportion, emphasis, rhythm, unity.
- ✓ **Finishing:** Sanding, polishing, or applying finishes to enhance the sculpture.

c) Valuing Own and Others' Relief Sculptural Forms:

- ✓ **Critique:** Providing constructive feedback on the design, technique, and interpretation of the sculptures.
- ✓ **Appreciation:** Recognizing the artistic qualities and cultural significance of the artworks.
- ✓ **Communication:** Clearly articulating observations and opinions about the sculptures.

3.3. Weaving (Macramé) (20 Lessons)

Suggested Learning Experiences:

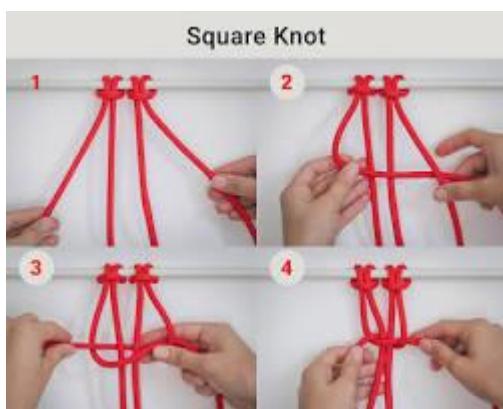
- ❖ **Square Knot Video and Discussion:** Observe and discuss video clips on the process of making square knots, focusing on:
 - ✓ Loose knotting of the web.
 - ✓ Tight or compact knotting of the web.
- ❖ **Square Knot Wall Hanging Construction:** Construct two-color webs using square knots embedded with recycled beads to make an ornamental wall hanging.
- ❖ **Spiral Knot Video and Discussion:** Observe video clips and discuss the structure of spiral knots.

- ❖ **Spiral Knot Bag Construction:** Construct two-color webs using spiral knots embedded with recycled beads to make a bag.
- ❖ **Macramé App Design:** Use the Macramé mobile app to design a bag using a combination of square and spiral knots.
- ❖ **Bag Construction from Design:** Make the bag following the design created in the app.
- ❖ **Display and Critique:** Display and critique own and others' works, reflecting on the knotted bags.

Content and Key Concepts:

a) Examining the Process of Constructing a Square Knot:

- **Square Knot:** A basic macramé knot used to create flat or textured patterns.
- **Loose Knotting:** Creating a more open and flexible web.
- **Tight Knotting:** Creating a dense and sturdy web.
- **Web Construction:** Creating a foundation of knots to build the design.
- Image: An image of a square knot.



square knot in macramé

b) Constructing an Ornamental Wall Hanging Using Square Knots:

- **Two-Color Webs:** Using different colored cords to create patterns.
- **Recycled Beads:** Incorporating beads for decorative elements.
- **Ornamental Design:** Creating a visually appealing wall hanging.

c) Analyzing the Process of Constructing a Spiral Knot:

- **Spiral Knot:** A macramé knot that creates a twisted or spiral effect.
- **Structure:** Understanding how the knot is formed and its visual characteristics.
- Image: An image of a spiral knot.



spiral knot in macramé

d) Constructing a Two-Color Bag Using Spiral Knots:

- **Two-Color Patterns:** Using different colored cords to create spiral patterns.
- **Bag Construction:** Creating a functional bag using spiral knots.

e) Using Open-Source Software to Design a Wall Hanging:

- **Macramé Mobile App:** Using digital tools to design and visualize macramé projects.
- **Combination of Knots:** Incorporating both square and spiral knots in the design.
- **Design Implementation:** Following the digital design to create the physical artwork.

f) Appreciating Own and Others' Macramé Artworks:

- **Critique:** Providing constructive feedback on the design, technique, and overall quality of the macramé pieces.
- **Appreciation:** Recognizing the artistic qualities and craftsmanship of the artworks.
- **Reflection:** Thinking about the techniques used and the final outcomes.

Sub-Strand 3.4: Jewellery and Ornamentation

1. Study and Discussion:

- **Indigenous Jewellery and Ornamentation:**
 - ✓ Examine real or virtual examples from various Kenyan cultures.
 - ✓ Discuss the cultural significance and historical context of these items.



- **Materials:**

- ✓ **Beads:** Glass beads, seed beads, bone beads.
- ✓ **Shells:** Cowrie shells, snail shells, sea shells.
- ✓ **Metals:** Copper wire, brass sheets, aluminum foil.
- ✓ **Fibers:** Sisal fibers, cotton threads, raffia.
- ✓ **Recycled Materials:** Plastic bottles, caps, bags, paper, cardboard, metal cans, wire.
- ✓ **Wood:** Soft woods.



- **Tools:**

- ✓ **Pliers:** Flat-nose, round-nose, needle-nose.
- ✓ **Needles:** Beading needles, sewing needles.
- ✓ **Cutters:** Wire cutters, scissors, craft knives.
- ✓ **Awls.**
- ✓ **Shaping tools:** files, sandpaper, small hammers.
- ✓ **Polishing materials:** cloths, polishing compounds.



- **Techniques:**
 - ✓ Beading: Stringing beads in patterns, weaving bead structures.
 - ✓ Weaving: Creating fabric-like structures with fibers or thin strips of material.
 - ✓ Plaiting: Braiding fibers or strips into decorative cords.
 - ✓ Carving: Shaping wood, bone, or other materials with tools.
 - ✓ Engraving: Etching designs onto metal or other surfaces.
 - ✓ Stringing: Assembling beads and pendants onto cords or wires.
- **Subject Matter:**
 - ✓ Patterns: Geometric, symmetrical, asymmetrical, repeating patterns.
 - ✓ Symbolic Representations: Cultural symbols, animal motifs, natural elements.
 - ✓ Natural Forms: Inspiration from plants, animals, and landscapes.
- **Function:**
 - ✓ Adornment: Personal decoration, enhancing appearance.
 - ✓ Decoration: Embellishing objects, spaces, or clothing.
 - ✓ Cultural Significance: Symbolizing status, identity, or beliefs.

2. Material Collection and Preparation:

- **Environmental Exploration:** Gather materials from the local environment.
- **Hygiene and Safety:** Wash and sanitize collected materials. Use protective gloves when handling potentially harmful materials. Properly dispose of waste.

3. Beaded Cardholder Creation:

- **Design and Construction:** Sketch designs and plan the layout. Select appropriate materials and tools. Combine techniques like sticking, plaiting, thonging, stitching, and beadwork.
- **Principles of Art and Design:** Balance, dominance, rhythm, and movement.
- **Safety Measures:** Use sharp tools with caution. Supervise learners during cutting and shaping.



4. Necklace with Pendant:

- **Recycled Materials:** Utilize recycled materials for the necklace and pendant.
- **Elements of Art:** Color, shape.
- **Principles of Art and Design:** Apply balance, dominance, rhythm, and movement.
- **Process:** Material preparation, pendant carving/shaping, stringing, and finishing.



5. Suncatcher Bracelet:

- **Reflective Materials:** Use reflective plastic, glass beads, or metallic elements.
- **Elements:** Color, shape, texture.
- **Principles:** Apply balance, dominance, rhythm, and movement.
- **Craftsmanship:** Stitching, gluing, cutting, bending, twisting, piercing, threading/stringing, hole punching, painting, and polishing.
- **Safety Measures:** Handle glass and sharp materials with care. Wear safety glasses if necessary.



6. Display and Critique:

- **Display:** Arrange artworks for viewing.
- **Critique:** Provide constructive feedback. Focus on design, craftsmanship, and originality. Encourage respectful dialogue and appreciation for diverse opinions. Promote valuing human dignity during critique.

Sub-Strand 3.5: Art Appreciation

a) Legal Issues in Production and Marketing of Artwork

Teaching Points:

- **Production:**
 - **Material Safety:**
 - ✓ Emphasize the importance of using safe materials.
 - ✓ Discuss regulations regarding hazardous substances (e.g., toxic paints, certain chemicals).
 - ✓ Show examples of safety labels and Material Safety Data Sheets (MSDS).
 - ✓ Discuss the legal responsibility of artists to ensure their materials do not harm consumers or the environment.
 - ✓ **Example:**



nontoxic paint label, and MSDS sheet

- **Regulations:**
 - ✓ Explain laws related to the use of protected materials (e.g., endangered species, cultural artifacts).
 - ✓ Discuss the importance of ethical sourcing and sustainable practices.
 - ✓ **Example:**



CITES logo

- **Marketing:**
 - **Copyright and Intellectual Property:**
 - ✓ Explain copyright laws and how they protect artists' original works.
 - ✓ Discuss the legal consequences of copyright infringement and plagiarism.
 - ✓ **Example:**



copyright symbol ©

- **Contracts and Sales Agreements:**
 - ✓ Discuss the importance of clear contracts for commissions and sales.
 - ✓ Cover essential elements of a contract (e.g., payment terms, delivery, ownership).
 - ✓ Explain the legal implications of verbal agreements versus written contracts.
- **Consumer Protection:**
 - ✓ Discuss laws regarding fair advertising and accurate product descriptions.
 - ✓ Explain the legal rights of consumers to return defective or misrepresented artwork.
 - ✓ **Counterfeit:**
 - Explain the legal ramifications of creating and selling counterfeit art.

b) Strategies of Marketing Artworks Online

Teaching Points:

- **Online Platforms:**
 - ✚ **Social Media:**
 - ✓ Discuss how to use platforms like Instagram, Facebook, and Pinterest to showcase artwork and build an audience.
 - ✓ Explain the importance of high-quality images and engaging content.
 - ✓ **Example:**



artist's professional Instagram page

✚ Online Marketplaces:

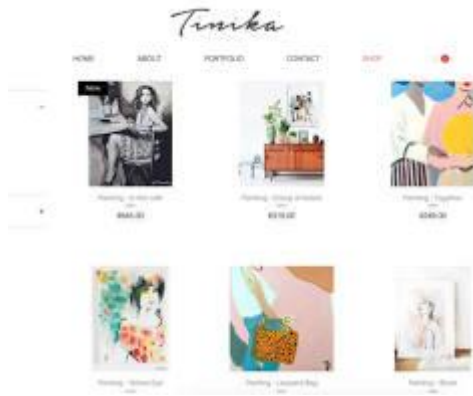
- ✓ Introduce platforms like Etsy, online art galleries, and personal e-commerce websites.
- ✓ Discuss the advantages and disadvantages of each platform.
- ✓ **Example:**



artwork listed on Etsy

✚ Personal Websites and Blogs:

- ✓ Explain the benefits of creating a personal website to showcase artwork and build a brand.
- ✓ Discuss website design, content creation, and search engine optimization (SEO).
- ✓ **Example:**



simple artist's website

- **Marketing Techniques:**

- ✚ **Virtual Exhibitions:**

- ✓ Discuss how to organize and promote virtual art exhibitions.
 - ✓ Example:



virtual art exhibition being viewed on a computer screen

- ✚ **Online Advertising:**

- ✓ Introduce online advertising options like social media ads and Google Ads.
 - ✓ Example:



social media advertisement for an artwork

✚ **Building an Online Presence:**

- ✓ Discuss the importance of online networking, and building a good online reputation.

c) Strategies of Online Marketing of Artworks

Teaching Points:

- ✓ **Understanding the Online Art Market:**
 - ✓ Discuss the trends and dynamics of the online art market.
 - ✓ Explain the importance of adapting marketing strategies to the online environment.
 - ✓ Example: *[Graph showing the growth of online art sales]*
- ✓ **Targeting the Right Audience:**
 - ✓ Discuss how to identify and target specific online audiences.
 - ✓ Explain the importance of understanding customer demographics and preferences.
- ✓ **Creating Engaging Content:**
 - ✓ Discuss the importance of creating visually appealing and informative content.
 - ✓ Explain how to use storytelling and multimedia to engage online audiences.
- ✓ **Building Relationships with Customers:**
 - ✓ Discuss the importance of providing excellent customer service and building relationships with online buyers.
 - ✓ Explain how to handle online reviews and feedback.
- ✓ **Online Safety:**
 - ✓ Explain how to prevent online scams, and fraud.
 - ✓ Explain the importance of secure online payment systems.
 - ✓ Example:



warning about online scams

Teaching Tips:

- ✓ Use real-life examples and case studies.
- ✓ Incorporate interactive activities and group discussions.
- ✓ Encourage learners to explore online art platforms and create their own online marketing plans.
- ✓ Invite guest speakers (artists, online marketers) to share their experiences.
- ✓ Encourage critical thinking, so the learners can make informed decisions

Teachers are encouraged to consult the curriculum design for more clarification of content as these could not be exhaustive

This is the first edition