

GICHOCHO PRIMARY SCHOOL

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OBSERVATORY
Multi-Disciplinary Research
in the Arts

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The following is a list of subjects to be covered or taught at the given level of learning. They are part of the Kenyan Art & craft curriculum and entail:

1. Modeling
2. Model making
3. Colours
4. Tearing and cutting
5. Painting
6. Printing
7. Sticking and pasting
8. Construction and woodwork
9. Threading, sewing & pricking

ART- refers to the visual means of conveying a message. The message may express an artist's emotions, moods, and certain experiences or new ideas.

CRAFT –refers to various skills of changing working material from their original state in such a way that they end up as functional objects that can be used in performing a duty.

Art and Craft are part and parcel of our daily life.



Objectives of teaching art and craft

- To enable children to develop their own creative power, to give them practice in using their brain and help them to develop original ideas in whatever they do.
- To train children to be aware of their existence, beauty, structures and their environment, for example buildings, animals, hills and valleys through drawing.
- To enable children to acquire & improve a socially acceptable sense of discipline by obeying rules or instructions given by teachers.
- To enable children to learn to share materials with other children especially in group work, also to learn to co-operate and the importance of helping one another in solving problems.
- The child also learns to appreciate other children's ideas and methods of working.
- To enable children to express themselves visually e.g. the emotion, moods and personal feeling through manipulating activities.
- To enable children to learn to control their muscles especially their hands so they can produce neat and accurate work. This work can be applicable in other fields for the future and enables the child to gain self-confidence and reliance, which in turn helps the child become a good reliable citizen.
- To offer pleasure and mental relaxation and freedom in decision making as the child select colours, shapes and materials during art and craft activities.

The role of art and craft is to develop children wholly in all aspects of development.



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Stages of artistic production

Children pass through various phases of artistic production; therefore teachers should be familiar with these developmental stages in order to help creativity and personality.

The three stages are:

Scribbling stage

Symbolic stage

Representational stage

SCRIBBLING STAGE – The first stage children pass as they express themselves where they may use materials such as clay and charcoal.

SYMBOLIC STAGE – As the child becomes familiar with a variety of materials he or she gain greater dexterity and the ability to create meaningful things.

REPRESENTATIONAL STAGE – At this stage children begin to draw more details of a variety of forms, particularly when drawing human figures. This stage also offers the opportunity for the development of hand, eye , brain co-ordination.

MATERIALS – Wood, improvised saws, low tables, a long piece of wood cartons and other available materials.

Precaution should be taken to avoid accidents. It's important to provide enough space to avoid overcrowding.



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1. MODELLING – The art of shaping an image from soft materials such as clay, sawdust, plasticine, paper machine, grass etc.

ACTIVITIES OF MODELING

Includes squeezing, rolling and cutting

Modeling numbers, letters and shapes

Modeling people, animals and other objects

2. MODEL MAKING – The art of making images of various animals, people and objects such as houses, toys etc.

Material used –dry grass, sisal fibres, banana leaves

ACTIVITIES

- Making a model of their own
- Things found at home
- Model of things found at school

3. COLOURS – Colours play an important part in the expression of moods and emotions.

Colours are a media of visual communication. Children should be provided with the knowledge of colours at an early age when they are discovering and experimenting with their environment.

This is done by doing simple exercises such as:

Collecting articles of different colours and sorting them according to the colours.

Through activities children learn the names of colours.

Mixing primary colours to obtain secondary colours.

The teacher can also make a chart of colours.



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1. CLASSIFICATION OF COLORS

Primary Colours	Red, Blue and Yellow
Secondary Colours	Orange, Purple/Violet, Green
Tertiary colors	Dark brown, Light Brown
Neutral Colours	Black, White and Grey

Secondary Colours are obtained by mixing two primary Colours

Tertiary Colours are obtained by mixing two secondary colors

White is the absence of all colors
Black is a mixture of all the Colours

Colors are decorative media, they express moods and therefore they are classified into two more categories.

Warm Colours: positive colours, which are brilliant, and they express some excitement and liveliness.

Cool Colours: Colours which visually express cool situations and recede into the distance.

Children should be given the freedom to choose colours. Teachers should find out why certain colours are preferred by children. Teacher's knowledge and decisions should be based on sound information about colour theory. A child should be advised what colour to use only if they feel unsure and confused.



4. TEARING AND CUTTING – This is a method of preparing materials for work. Younger children tear papers with their hands while older children use scissors because they have more mature mental skills and better hand, eye, brain coordination.

MATERIALS – Old newspapers, magazines, selected picture books, pair of scissors, glue.

ACTIVITIES – Tearing papers into small pieces using the hands. Folding and cutting and tearing to come up with many similar shapes.

Cutting out pictures of numbers, letters shapes and applying colour.

5. PAINTING – This is an activity which gives children an opportunity to express themselves through the use of paint and brushes. Children's painting may not reflect reality and they may use colours which excite them most.

TYPES OF PAINTING – This depends on materials or resources being used i.e. brush painting, sponge painting, finger painting, string painting

Splatter painting - wet the paper using water and then sprinkle dry powder paint on it. Shake any excess paint and leave it to dry

Straw painting - making patterns using straws or hollow stems

Press painting/double image - painting a picture and then folding the paper into 2 to make identical patterns.

Easel painting - two or more children use a common board. They paint their pictures freely.

NATURAL OCCURRING PAINTS & MEDIA

In addition to commercial paints there are those that can be made by utilizing the local environment, for example, from flowers, leaves, soil, boiling roots and tree trunk charcoal.

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6. PRINTING – The art of creating a variety of designs using different surfaces and techniques. Each type of printing is named according to the type of base, surface or materials being used.

TYPES OF PRINTING – Finger printing, hand printing, sponge, banana stem, leaf and foot printing.

7. STICKING AND PAINTING –

Sticking - when we cut out pictures and mount them with glue the activity is called sticking

Pasting – the activity of applying glue on a piece of paper and then sticking materials such as seeds, sand, leaves.

Other examples are Collage and Mosaic.

Collage - design made using pasting and organization of many different materials

Mosaic - design made through sticking one type of material, usually tiles or ceramic products. The binding material can be locally made by mixing 'Unga' and water or obtained from free gum.

To improve mosaic and collage it can then be painted to look more attractive and durable.

8. CONSTRUCTION AND WOODWORK –

Construction - activity whereby children construct various things using different materials e.g. matchboxes, stones, bottle tops, sticks blocking wood, maize cobs, sand/soil, plastic containers etc.

Activities - This is a free play activity, children can be asked to construct anything they like using any of the above materials. It may be related to a certain them e.g. our home.

Woodwork- This creative media of offers enjoyment and release of tense feelings as children pound nails on woodwork.



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9.THREADING SEWING & PRICKING

Threading - In this activity, children put ordinary thread or fibers through bored holes on a board or paper. These roles follow an outline e.g. circle, person etc.

Material – strings, sisal fibers, ordinary thread, pieces of cartons of various shapes.

Sewing - This is an activity suitable for older children.

Materials – needles, thorns/sharpened sticks, cartons, thread or fibers. Instead of using needles in threading children can use their hands.

Pricking – Activity whereby children prick on surfaces. It can either be a piece of paper, cardboard, leaves, sponges or plastic using needles or thorns.



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