



Ministry of Education and  
Sports

THE REPUBLIC OF UGANDA

# HOME-STUDY LEARNING

SENIOR  
1

ART AND DESIGN

August 2020



**NCDC**  
NATIONAL CURRICULUM  
DEVELOPMENT CENTRE



## FOREWORD

Following the outbreak of the COVID-19 pandemic, government of Uganda closed all schools and other educational institutions to minimize the spread of the coronavirus. This has affected more than 36,314 primary schools, 3129 secondary schools, 430,778 teachers and 12,777,390 learners.

The COVID-19 outbreak and subsequent closure of all has had drastically impacted on learning especially curriculum coverage, loss of interest in education and learner readiness in case schools open. This could result in massive rates of learner dropouts due to unwanted pregnancies and lack of school fees among others.

To mitigate the impact of the pandemic on the education system in Uganda, the Ministry of Education and Sports (MoES) constituted a Sector Response Taskforce (SRT) to strengthen the sector's preparedness and response measures. The SRT and National Curriculum Development Centre developed print home-study materials, radio and television scripts for some selected subjects for all learners from Pre-Primary to Advanced Level. The materials will enhance continued learning and learning for progression during this period of the lockdown, and will still be relevant when schools resume.

The materials focused on critical competences in all subjects in the curricula to enable the learners to achieve without the teachers' guidance. Therefore effort should be made for all learners to access and use these materials during the lockdown. Similarly, teachers are advised to get these materials in order to plan appropriately for further learning when schools resume, while parents/guardians need to ensure that their children access copies of these materials and use them appropriately. I recognise the effort of National Curriculum Development Centre in responding to this emergency through appropriate guidance and the timely development of these home study materials. I recommend them for use by all learners during the lockdown.



**Alex Kakooza**

Permanent Secretary

Ministry of Education and Sports

## **ACKNOWLEDGEMENTS**

National Curriculum Development Centre (NCDC) would like to express its appreciation to all those who worked tirelessly towards the production of home–study materials for Pre-Primary, Primary and Secondary Levels of Education during the COVID-19 lockdown in Uganda.

The Centre appreciates the contribution from all those who guided the development of these materials to make sure they are of quality; Development partners - SESIL, Save the Children and UNICEF; all the Panel members of the various subjects; sister institutions - UNEB and DES for their valuable contributions.

NCDC takes the responsibility for any shortcomings that might be identified in this publication and welcomes suggestions for improvement. The comments and suggestions may be communicated to NCDC through P.O. Box 7002 Kampala or email [admin@ncdc.go.ug](mailto:admin@ncdc.go.ug) or by visiting our website at <http://ncdc.go.ug/node/13>.



**Grace K. Baguma**

Director,

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## **ABOUT THIS BOOKLET**

Dear learner, you are welcome to this home-study package. This content focuses on critical competences in the syllabus.

The content is organised into lesson units. Each unit has lesson activities, summary notes and assessment activities. Some lessons have projects that you need to carry out at home during this period. You are free to use other reference materials to get more information for specific topics.

Seek guidance from people at home who are knowledgeable to clarify in case of a challenge. The knowledge you can acquire from this content can be supplemented with other learning options that may be offered on radio, television, newspaper learning programmes. More learning materials can also be accessed by visiting our website at [www.ncdc.go.ug](http://www.ncdc.go.ug) or [ncdc-go-ug.digital/](http://ncdc-go-ug.digital/). You can access the website using an internet enabled computer or mobile phone.

We encourage you to present your work to your class teacher when schools resume so that your teacher is able to know what you learned during the time you have been away from school. This will form part of your assessment. Your teacher will also assess the assignments you will have done and do corrections where you might not have done it right.

The content has been developed with full awareness of the home learning environment without direct supervision of the teacher. The methods, examples and activities used in the materials have been carefully selected to facilitate continuity of learning.

You are therefore in charge of your own learning. You need to give yourself favourable time for learning. This material can as well be used beyond the home-study situation. Keep it for reference anytime.

Develop your learning timetable to cater for continuity of learning and other responsibilities given to you at home. **Enjoy learning**

# Senior One

## Term 1

### Lesson 1

Theme: Art Theory

Topic: Appreciation of Art and design

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After reading this topic and practicing its activities, you should be able to:

1. Explore what makes the study of art and design.
2. Discuss the influence of art to the people in the community.
3. Appreciate your environment, culture and its art.
4. Preserve the natural environment as a cultural heritage and as source of inspiration.

#### Words you will learn

- Appreciation
- Art forms
- Artworks
- Natural Environment
- Curiosity
- Surroundings
- Observation

#### You will need:

- notebook, sketch pad, pencil,  
Paint, brushes, glue and section of the Natural environment

## Introduction

Art and design is one of the subjects you will learn during your time of secondary education. There are many areas of creativity in the field of Art and design. You will explore some of these areas as you continue learning and practicing art and design. You will begin to understand why Art as a subject is taught and why art works are created.

The learning of art and design will not only develop your creative mind but will also help you to understand better other subjects like Biology, Agriculture, ICT, Mathematics, English language and the rest. Studying Art will help you develop the five essential generic skills (soft skills) of; critical thinking and problem solving, creativity and innovation, communication, cooperation and self –directed learning, and mathematical computations with ICT proficiency. These soft skills will allow you to develop into a lifelong learner who can adapt to change as you strive to cope with the challenges of life in this 21st Century.

## Observing and appreciating nature

Art is a language used to communicate and express ideas. In this section you will learn about Art and design as a language. You will also develop skills used by artists to communicate ideas. Artists make and use visual images (things we can see and sometimes touch) to communicate ideas. You will learn to do this after acquiring the skill of **observing**.

What do you see when you look around your home area? If you take time to look around, you will pick interest in observing things of different appearances. Do activity 1.1 to start on the journey of your observation and exploration of your environment.

### Activity 1.1: Getting familiar with your natural environment

1. Take a journey to the nearby environment outside your home.
2. Look at your immediate natural surroundings and identify objects found there.
3. In your notebook/sketch book list objects that have interested you, and give reasons to why?
4. Discuss with people at home the usefulness of the objects identified in your natural environment to the community.
5. Use half a page of your notebook to write a report of what was discussed.

What do you see around your immediate environment? The surrounding you live in is rich with things that have beautiful appearances; **shapes** and **colours**. Some are natural objects while others are man-made objects. List what is in your home environment.

Our eyes help us a lot in **observing** and describing the different objects from nature. By doing so, you will be showing an **appreciation** of your natural environment and how you can use it to sustain your life.

**Hint:** Appreciating art takes more than just looking at an object. It takes looking-and knowing **how** to look-to find meaning. This is called **observation**.

Studying art will give you the power to challenge your thinking and seeing things with an artistic eye. Your interest to know why things look like the way they are is what is called **artistic curiosity**. On your journey through the world of art, you will learn how to “see” art. Through practice, you will learn how to perceive artistically.

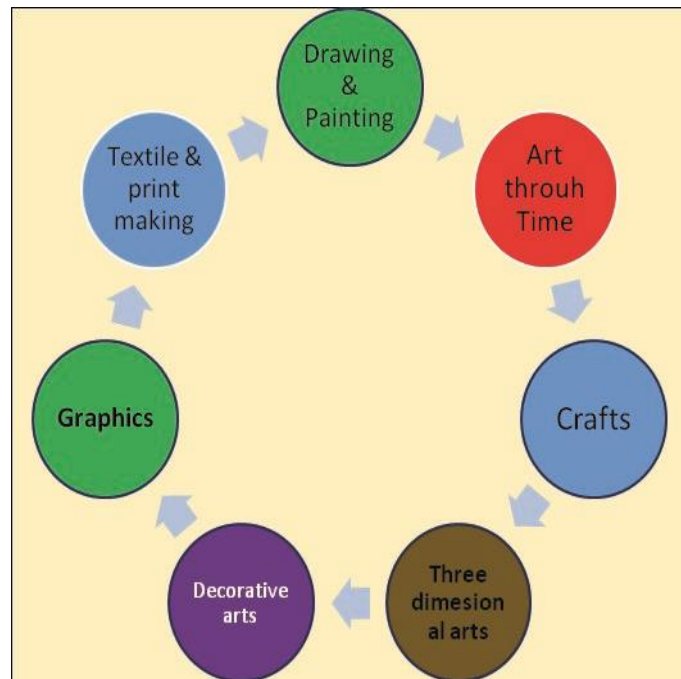
### Why study Art?

Learning art will help you develop understanding of self and the world around you. Art engages the body, mind and the spirit to communicate and express ideas, and feelings that often cannot be done by any other means. You will learn and develop **a language** of artistic expression of ideas, feelings, emotions and moods through a variety of art experiences (creative growth). You will have opportunities to make meaningful **literacy** choices and to produce new forms of texts by combining literacy resources. Studying art is an opportunity for you to develop the most needed generic skills in this 21<sup>st</sup> century as listed in the introduction. Art will open career opportunities for you as an artist. Artists get jobs by practicing one or more of the fields of art to solve peoples’ needs. In your area whom do you know does art as a job?

Art is made by people to communicate ideas, express feelings and to make well-designed objects to use in our daily life.

Art has disciplines such as **painting, drawing, sculpture, printmaking, Jewelry** and many more.

List any other disciplines of art that is not mentioned. Study Figure 1.1 and do Activity 1.2.



*Figure 1.1: Art disciplines*

### Activity 1.2: The value of Art and design

Study **Figure 1.1** and the accompanying notes in the box.

1. List the Art disciplines given in Figure 1.1.
2. In your notebook/sketch book, list objects or artworks that are made by artists who practice some of the given disciplines.
3. Discuss with people at home the professions that you can take as a result of studying art and its related disciplines.
4. Use half a page of your note book to explain at least three ways by which Art is useful in solving peoples' daily problems.

### Practice

1. While putting on a mask, visit a person in your locality who practices any form of art and study the type of art he/she does. (make notes)
2. Engage the people at home in a discussion on the topic "why a person should study Art".
3. In your note book list the usefulness of art in solving peoples' problems.

## Lesson 2

Theme: Art Theory

### Topic: Exploring line, space and shape

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After reading this topic and practicing its activities, you should be able to:

1. Identifying the basic elements of art.
2. Exploring and learning to describe elements of art and design.
3. Discussing the effectiveness of the elements applied in the artworks.

#### Words you will learn:

- Artist
- Elements and principles of art
- Form

#### You will need:

- Note book, sketch book, pencil, Paint, brushes, glue and  
A section of the Natural environment

## Introduction

People who practice art are generally called artists. Artists communicate to people without using words. In verbal communication, we join words to make a meaning of communication. They create images. In art, elements and principles are like words in verbal languages which artists use to say something, while creating a visual form.

The elements and principles of art are the building blocks or foundations upon which a work of art is created. You will not use all of them all the time but you will use some of them most of the time. In this chapter you are going to learn how to use the visual words (*elements and principles*) to make and study artworks.

## Elements of Art

The elements and principles of art and design are the foundation of the language used in art. The **elements of art** are the visual tools that the artist uses to create a composition. These are **line, shape, colour, value, form, texture, and space**. The **principles of art** represent *how the artist uses the elements of art* to create an effect and to help convey the artist's intent. Observe Figure 2.1 and identify the different elements used.

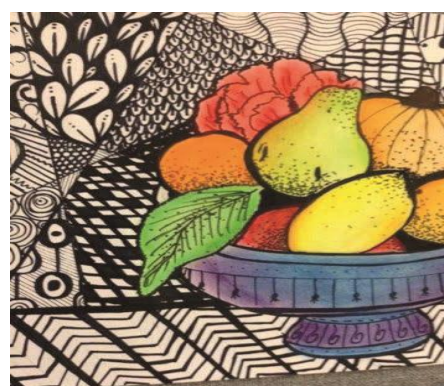


Figure 2.1: Elements of art in an Art work



The principles of art and design are **balance, contrast, emphasis, movement, pattern, rhythm, and unity/variety**. The use of these principles can help you determine whether the work is successful, and whether or not the work is finished.

The artist decides what principles of art he or she wants to use in the work. While an artist might not use all the principles of design in one piece, the principles are intertwined and the use of one will often depend on another.

### **Activity 2.1 Identifying elements of Art**

Study Figure 2.1 and

1. Name the elements used in the pictures.
2. Describe the difference in use of line in the image
3. Write a brief description on the use of space, line and shape in the image.

### **Line**

Line is a basic element of the visual objects and can be manipulated in several ways. Lines are the path of a moving point. They define the edges of shapes and forms. A line may be straight or curved, light or dark, separated or joined, thin or thick, crisscrossed in either regular or irregular patterns. We will learn a bit more about lines in other forthcoming chapters.

### **Shape or form in Space**

A shape is created when a line returns to its point of origin. Shape, form, and space are closely tied to one another because we see them at a go. A shape may have an outline or a boundary which defines it e.g. circle is round. Shape is a two-dimensional object. Form like shapes has length and width. But forms go a step further. Forms can be actual or implied, they have depth. A form is an object with three dimensions. Space is the distance or an area between, around, above, below, and within things. All objects take up space.

### **Activity 2.2: Experimenting elements of Art**

In your sketch book, divide a page into three equal boxes and do the following:

1. Draw an object of your choice in the first box using line to define its shape.
2. In the second box use lines and or colour to give your object form
3. In the third box consider the space being part of the object of study
4. Present your work to your classmates for discussion.

In an effort to create a shape of the object you studied, you have experienced difference in registering different thickness of line to capture your intentions. Different line registration communicates a message to the viewer. Somewhere you might have used a straight line, zig-zag, cross hatched, or curved. Your communication was to register boldness, smoothness, and light effects on the object or its form. Space was used to capture the intended image.

## Lesson 3

### Theme: Drawing and Painting

### Topic: Exploring the Natural Environment

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After reading this topic and practicing its activities, you should be able to:

1. Explore what makes your natural environment.
2. Discuss the influence of the natural environment to the making of art in the community.
3. Use materials from the environment responsibly.
4. Preserve the natural environment as a cultural heritage and as source of inspiration.

#### Words you will learn:

- Appreciation
- Art forms
- Natural Environment
- Artworks
- Nature
- Observation
- Surroundings

#### You will need:

- Notebook, sketch pad, pencil,
- Paint, brushes, glue and a section of the natural environment

### Introduction

In this topic you are going to explore the world around you. You will also appreciate the usefulness of the natural environment to the people. You will capture what makes your natural environment through drawing or painting. Do you know why you are surrounded by different things of nature? What is the importance of plants, birds or animals to you? Why do you think people living in different geographical areas express themselves differently? The way you make aesthetic/artistic choices is reflected in artworks which are influenced by family, culture, and community.

### Observing and appreciating the natural environment

You will pick interest in observing things of different appearances. The availability of plants, insects and animals found in a given area determine the artworks and culture of people living there. Do activity 3.1 to start on the journey of your exploration and observing your environment.

#### Activity 3.1 Getting familiar with our natural environment

1. Observe the nearby environment around your home area and identify objects found there.
2. In your notebook/sketch book list objects that have interested you, and give reasons to why?
3. List down at least two reasons as to why the identified objects in natural environment are useful to the community.
4. Use a new page of your note/sketch book to sketch an object from your natural environment that has interested you most.

## Examining and responding to the natural environment

You have enjoyed a tour around your surrounding environment. You must have seen objects of different appearance in shapes, sizes and colour. Can you describe objects you have seen? To describe an object requires an interpretation as a response. You need to know what to use to describe or interpret an object. After going through Section one, you realized that the natural environment provides us with the materials we need to make life enjoyable.

Various art works can be made from natural materials to serve different purposes in our societies. Since we cannot do without the environment it is our personal responsibility to responsibly use, maintain and improve on it.

### Activity 3.2 Drawing from what I see

1. In your art book make a representation of the details of an object you have observed from your surroundings.
2. Study the lines and use them to formulate shapes of the objects observed.

## The contribution of the natural environment to Art and design

The natural environment offers a lot of resources for artistic ideas. Materials from the natural environment can be either used directly from their source or worked upon to change their colours and strength in order to serve the purpose. For example, look at the images in figure 3.1 and do the activity that follows.



(a)



(b)



(c)

*Figure 3.1: Crafts made from materials of the natural environment*

### Activity 3.3 Use of materials from the environment

1. List down the different materials that you think were used to create the artworks in the pictures shown in Figure 3.1.
2. Describe how such materials are prepared from the natural environment before they are used in the artworks.
3. Which of these materials can be got from your local area?
4. Discuss the purpose of the artworks in Figure 3.1 in the society.
5. Give at least three reasons as to why should people protect the natural environment?

### The use of nature in art making

In this section you will observe that nature is a major source in art making. Observe the pictures in **Figure 3.2** and answer **Activity 3.3**.



*Figure 3.2: Using nature to make artworks*

### Activity 3.4 Responding to the arts in the natural environment

1. What is taking place in the picture?
2. Identify the materials used during the presentations of the art forms in the pictures.

List them in your book.

3. Discuss the factors that are likely to have been considered to select these particular materials?
4. Suggest measures that can be applied to make sure that such materials are always available?
5. How is the natural environment influencing the culture and artworks shown in the pictures above?

### Summary

In this chapter you have learned to:

1. observe and appreciate the Natural environment.
2. **recognize** the importance of art, identify artworks from the society that are made from materials of the natural environment.
3. use materials from the environment responsibly.
4. preserve the natural environment as a cultural heritage and as source of inspiration.

## Lesson 4

**Theme: Graphic Design**

**Topic: Introduction to Graphic Design**

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After reading this topic and practicing its activities, you should be able to:

1. Making a research on graphic design as a visual language.
2. Defining and explaining the term graphic design.
3. Discussing the ways in which artworks can be presented to different audiences.
4. Use elements and principles of design to create a non-illustrated poster.

### Words you will learn:

- |                  |             |             |
|------------------|-------------|-------------|
| • Graphic design | • Font      | • Descender |
| • Illustration   | • Ascenders | • Baseline  |
| • Image          |             |             |

### You will need:

Notebook, sketch pad, pencil paint, brushes, glue and a section of the natural environment

## Introduction

**Graphic design** is one of the branches of art commonly found around us. It includes use of letters and images with colour. Look around your home to find out whether you have a wall calendar or a newspaper. These items are works of graphic art. Can you find and least five other graphic design works you can identify in your home?

## Graphic design language

Graphic design is an art of combining lettering and illustration to communicate a message to others. Lettering refers to the written alphabet (upper and lower case). The styles of writing are called letter **fonts**. Illustration refers to the image that is used along with the lettering (words). An eye catching graphic design shows good judgement in selecting a letter type and image or illustration suited to the message you wish to send. More attention should be given to the use of elements and principles of art and design in creating a composition of graphic design. In this chapter, you are going to learn how to communicate in graphic form.



*Figure 5.1: Image and letters in a poster*

Graphic design the art of is found all around us. They include maps and diagrams, logos, signs, billboards, newsletters, advertisements and posters. The message of a graphic design must be clear, cost effective and relevant. When used effectively, a graphic design can become a very powerful tool for sending a message to others. What can you learn from figure 5.1?

Have you ever seen any work of graphic design? Do activity 5.1 to learn more what graphic design is all about.

### Activity 5.1 Discovering the art of Graphic designs

1. Search for graphic design works in old newspapers and magazines.
2. Where possible, use a computer or a cellular phone to get a definition of Graphic design.
3. In your art book document, the key information you have got from your research about Graphic design in your art book.
4. Identify examples in your research of graphic art you consider being common and effective to use in your home area.

### Observing basic elements of graphic design

Look at **Figure 5.2** showing the elements of an effective graphic design. Do you have similar elements with the ones you got from your research? How can you make use of these elements to make your own artwork? You need to first discuss these elements one by one to gain confidence on how to use them.

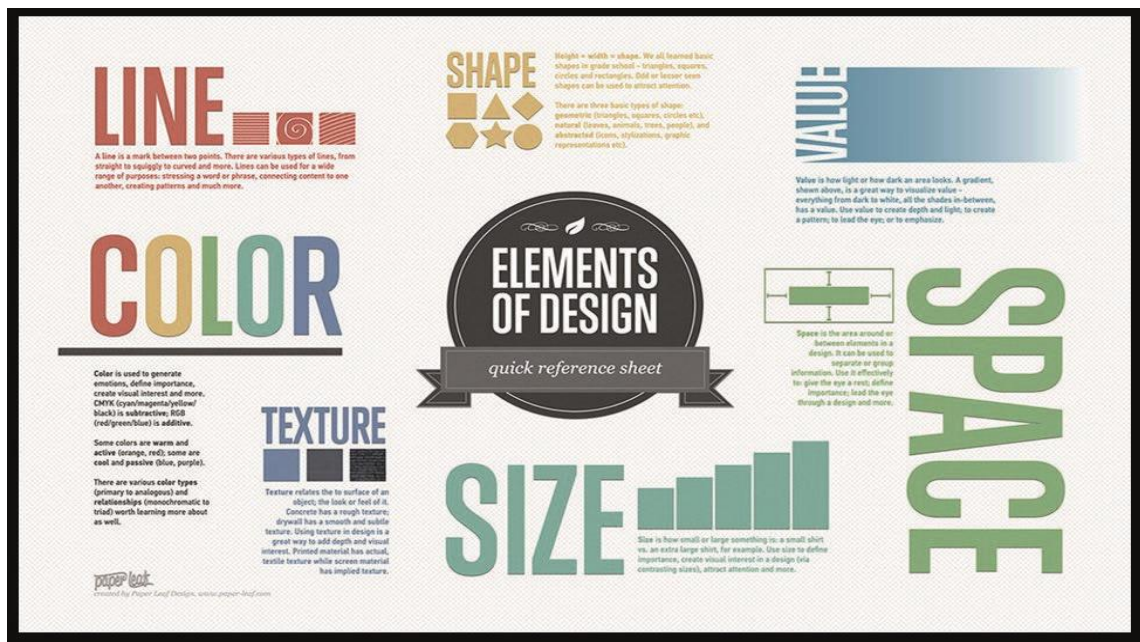


Figure 5.2: Seven elements of graphic design

## The seven basic elements of Graphic design

### 1. Colour

The modern colour wheel consists of three primary colours -- red, yellow, and blue -- which can theoretically be mixed in varying ratios to produce secondary and intermediate colours. Figure 5.3 gives you an idea of how Newton's colour wheel appeared. The colour may even be the most important element of a design, because it offers the most powerful visual impact at a single glance.

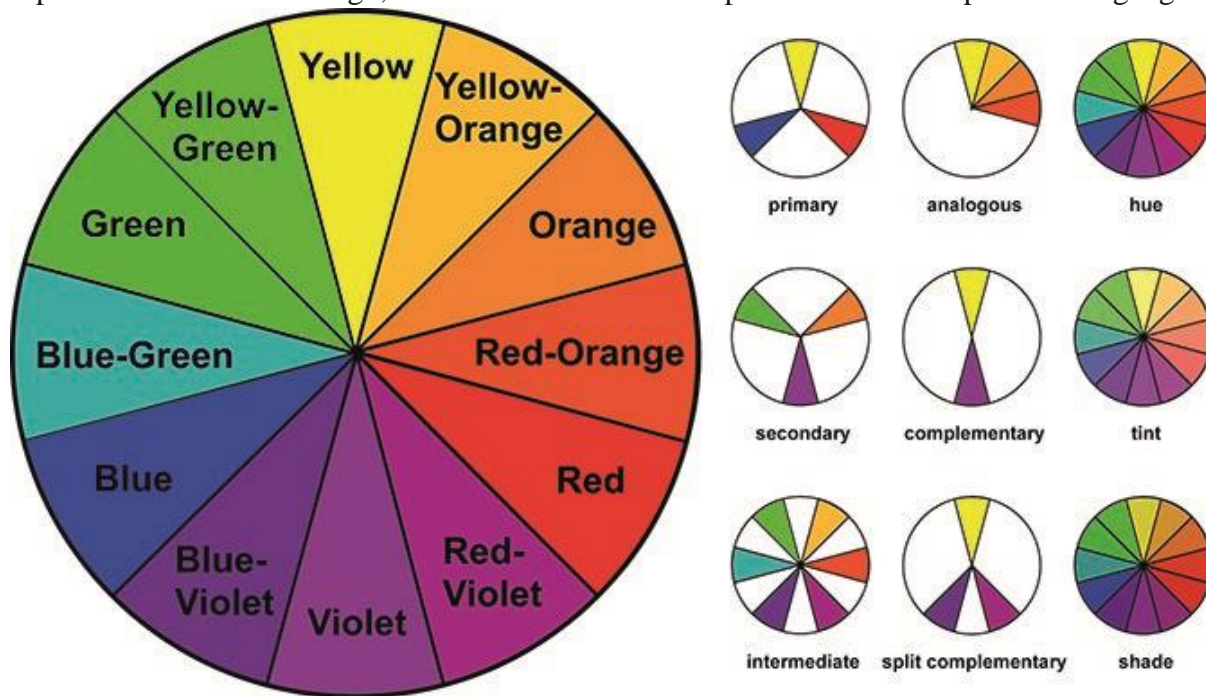


Figure 5.3: The colour wheel

### 2. Value

Value is closely related to colour, because value is more general and represents how dark or light a colour is. The concentration of colour is called '*intensity*'. Value is used to describe the concentration of a colour.

### 3. Line

Lines are more than just dividers -- the right lines can convey movement and emotion, tying together your composition and making it look polished and professional.

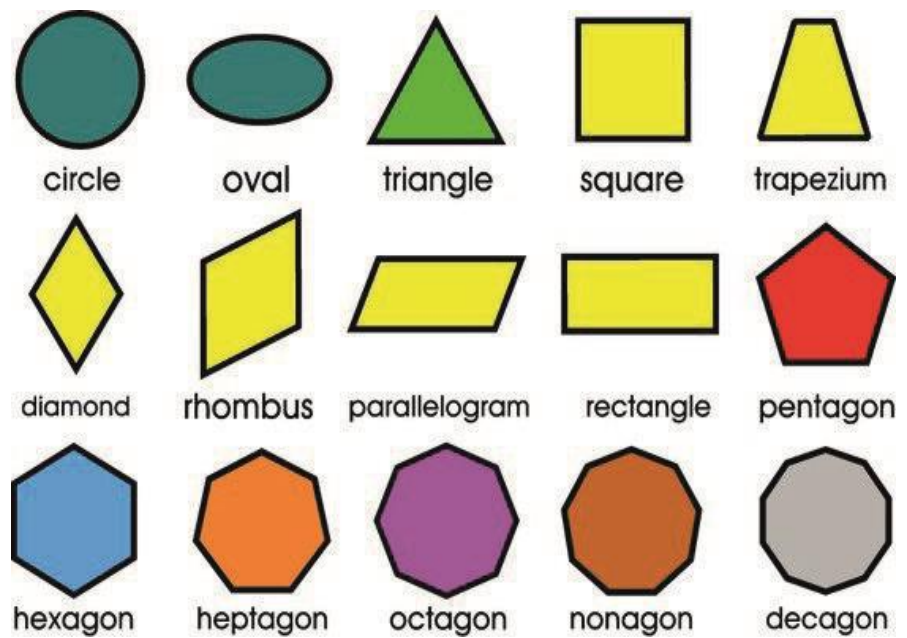
### 4. Scale

The scale of different elements in a design will have a big impact on how the audience views and makes sense of a composition. Playing with the relative size of different components in your design allows you to set a focal point, highlight areas of importance, and ultimately guide viewers' eyes through the piece. *Scale* isn't quite the same thing as *size* (though many people tend to incorrectly use them interchangeably when discussing design, i.e., "Make the logo bigger!"). *Size* refers to an absolute measurement (e.g., the sheet of paper 8" by 11") while *scale* refers to the direct relationship between elements in a design (e.g., the circle is twice as big as the square).



**5. Shape** Shapes: they're not just for pre-schoolers. A shape can be loosely explained as anything defined by boundaries. There are two categories of shapes to consider:

**Geometric shapes** (Figure 5.4), which are defined by perfect, uniform proportions (such as a circle, square, triangle), and **organic shapes**, which have less well-defined edges, freeflowing proportions, and essentially no rules (such as wiggly, blob-like things that don't fit into any real category).



*Figure 5.4 Shapes*

## 6. Space

Space is exactly what it sounds like: the empty areas between elements in your design. When it comes to creating professional-looking designs on your own, sometimes what you *don't* include is just as important as what you do.

When working on a design, consider not only the elements you're including (such as images and text) but how they're arranged and grouped in the composition. It can be tempting to fill every inch of your digital canvas with something, but try to give your elements some room to breathe.

## 7. Contrast

Contrast refers to the juxtaposition of elements that strongly (big vs. small, light vs. dark, etc.) to create visual interest or attention to particular elements. Without contrast, our designs just dull or boring to look at, they're also difficult to understand. A lack of contrast is often what separates mediocre design work from designs that look professional, polished, and clear.

Study **Figure 5.4** to find out the use of principles of design.

*Figure 5.4: A coloured poster*



differ  
draw  
aren't

## Design your poster

Posters are commonly used to advertise information for a specific purpose. Sometimes letters might not work alone to communicate a desired message. They always combine lettering with an image (illustration). Illustrations are images that support or supplement the visual image in graphic design. We often see that in newspapers and magazines.

### Activity 5.2 Poster making

1. Search for graphic design works in old newspapers and magazines.
2. Study the use of letter fonts and illustrations to design your poster informing your village Community about the dangers of Corona Virus.
3. Make use of colours that are eye catching.

## Lesson Six

### Theme: **Decorative Arts**

### Topic: **Multi Media Collage**

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After reading this chapter and practicing its activities, you will be able to creatively use found materials from the surrounding environment to make articles for decorative purposes through:

1. Understanding the natural environment and how it influences the work of art and the community
2. Integration of the traditional and contemporary art elements to create decorative art works.
3. Applying knowledge and skills to appreciate the making of decorative art using the natural environment to preserve cultural heritage.

#### **Words you will learn:**

- Decorative art
- Mosaic

#### **You will need:**

found objects, adhesives, cutting tools, paints, stitches, needles, pins and threads

### **Introduction**

The art of decorating articles or built environment is what we refer to as decorative art. This type of **art** has been around for centuries, and it typically involves making items that are not only attractive, but useful as well. In many instances, **crafts** are generally made from raw natural materials.

Decorative art techniques include painting, drawing, and printing, sticking, carving, cutting, etching, folding, staining, stamping or stitching.

Decorative art may be applied to walls, furniture, or any other object. Figure

6.1 shows an example of decorative *Figure 6.1: Multimedia Collage arts.*



### **Decorative art making techniques**

Decorative art is a craft making technique which may be done as an original work or on a surface of another artwork. There are other methods of making decorative arts but in this chapter you are going to learn about multi-media collage. Can you identify a decorative artwork in your home? If there is none, this is an opportunity to create one and enhance the beauty of your home through collage.

## Collage

The art of collage originates from an idea of gluing or pasting. When you paste or glue different materials to come up with the same work is what referred to as multi-media collage. Collage techniques include:

**Overlapping**-pasting or gluing a second layer of material over a first so that parts of the first layers are exposed while other parts are not. (For example, a cloth or paper on top of another material)

**Gradation**-the subtle shifts in elements of art used in design for example, the use of tones of a colour from dark to light.

Process: you have to spare ample time to do multi- media collage. Materials are collected from the environment as you sort their usefulness based on material, colour and texture.

### Activity 6.1 Making multi- media collage

1. Collect materials of different nature from to your environment to make collage work.
2. Sketch what you intend to do as your composition of decoration in your art book.
3. Get a hard surface to work as your base and trace your composition
4. Using the technique of your choice, create a multi –media collage. See that all of the edges are well stuck; avoid glue or paint to go where they are not needed.
5. Keep flat and in dry place, pinned to a flat surface, and allow drying before you exhibit it.

### Summary

In this chapter you have learned to:

1. Explain the term multi-media collage
2. Follow stages for creating a decorative craft
3. Use techniques to further develop your skill in creating a decorative craft.
4. Apply your knowledge and understanding to speak and write effectively about decorative art.

# Term 2

## Lesson 7

### Theme: Three Dimensional Art Making

### Topic: Introduction to Pottery

After reading this topic and practicing its activities, you should be able to:

1. Use local materials suitable for making a three dimensional earthen ware that serves a purpose. You will:
2. Research on the creative use of natural resources.
3. Discover that the production and presentation of artworks can affect the environment, so that you apply responsible practices.
4. Adapt African styles into own artworks.

#### Words you will learn:

clay, three dimensions, two dimensions, sculpture, earthen ware

#### You will need:

sketch pad, pencils, clay, clay tools, hard board, computer with internet access

## Introduction

Artworks or objects that can be viewed from all round is what we call **three-dimensional art**. Pottery is one of the craft that fall under three-dimensional arts. Three-dimensional artworks can be viewed all round- in three dimensions of length, width and height or depth. In this chapter you are going to learn how to creatively use clay to make pottery products.

**Discovering Clay Material** Clay is the most common and cheap material to use. Clay is part of the soil, is made workable with water, by air and is made durable with dried fire. Clay is a natural resource used by people to make earthen wares for example, pots for various uses, cups, where soils are found. Have you ever known clay is found? Can you try other to find out how it can be used as a natural resource for making earthen- ware?

*Figure 8.1: Pinch pots*



dried  
fire.  
people  
cups,  
where  
soils

## Clay Methods

There are three common methods to creating basic clay products: Carve, coil and slab. The technique of **pinch** is used to easily form a shape. **Slab** is a method of rolling pieces of clay flat, joining the pieces to form a shape. **Coiling** is where clay is rolled into long, smooth snakes which are joined together in layers to build up a form. **Carving** is referred to where tools are used to cut out shapes. In this exercise you are going to start with the technique of pinching to create a pinch pot.

### Making a pinch pot

Pinch pots are used for different purposes. Figure 8.2 shows pinch pots being used in different ways.



*Figure: 8.2: Examples of pinch pots serving different purposes*

Can you think of making pinch pots to serve a community problem? The size, shape and decorations they all depend on the artist. In fact, the beauty of the pinch pot technique is that the only limiting factor is your imagination. Let's follow the process of making one.

#### 1. Clay preparation

Clay got straight from the ground need to be prepared to be used for a given work. The clay will need to be prepared, sieved to remove unwanted material such as stones, twigs, and roots. Cleaning can be done either of two ways. The clay can be crushed when dry and then sieved, or dried, slaked down in water, then sieved. You can also use fingers to feel any hard object in small bits.

#### 2. Forming a pinch pot

Begin by forming a lump of clay into a smooth sphere that fits the size of the hand or less, and stick your thumb in the center, making a hole half-way to the bottom. Then apply pressure with your fingers on the outside and thumb on the inside, creating a rounded bowl shape. This method is similar to the way some people eat food traditionally. (See Figure 6.3). While revolving the ball in one hand, press the walls out evenly with the thumb into the inside and the fingers on the outside. Smooth the surface with a damp sponge.

#### 3. Decorating

Decorating an art work is an influence of the people's environment and their culture. This develops peoples' creative mind by making various surface decorations.

Did you observe the difference in surface decorations of pinch pots in figure 6.2? It is therefore very important to preserve our environment as a source of raw materials and inspiration for art making. You should learn to responsibly make use of the environment in the making of artworks to preserve it.



*Figure 8.3: Stages of forming a pinch pot*

### **Activity: Making a Pinch Pot**

- 1.** Roll the kneaded clay into a ball
- 2.** Use your thumb to create a hole in the centre of the ball
- 3.** Use your thumb and fingers to pinch the clay from the centre hole outwards to form walls of the pot
- 4.** Decorate your pot by making marks in clay inspired by the natural environment
- 5.** Once you finish, let your pinch pot air dry

### **Summary**

In this chapter you have learned to:

1. Use clay and any suitable local soils to make a clay product.
2. Make responsible use of the environment in the making of artworks to preserve the environment.
3. Familiarize African styles into own artworks.



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