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MINISTRY OF EDUCATION AND VOCATIONAL TRAINING**



Field Support Programme Diploma in Secondary Education

**SELF STUDY MODULE
FINE ART AND CRAFTS**

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INTRODUCTION

This module is very useful and resourceful to student teachers majoring in Fine Art and craft in the field. However, it might be useful also to any one who is interested in understanding more about the knowledge and skills in the Finer Art and craft disciplines and apply it in the daily living. This module also covers the most underlying issues which an artist particularly the student teacher is ought to attain.

The module basically outlines the main topics/sub-topics, the competences which are expected to be required by the learner for each topic/sub-topic and activities which would enable the student teacher to see whether has attained the competences or not. Apart from that at the end of each task(s) given in this module, there is an evaluation or self assessment section. This section is very important to the student teacher for it enables him/her to have self judgment, which will be helpful to know whether has attained the goals or not by doing different theoretical and practical tasks given to each topic/sub-topic.

It is recommended in this module that, the learner should not only depend on it but also should use different available resources for easy understanding. Nevertheless, the student teacher is advised to use different strategies and techniques of learning by incorporating students in teaching/learning process, use resource person(s) around the school/community and share experiences they have with the students as well.

To acquire the intended competences, the student teacher needs to read other text books, newspapers, journals, magazines, listening radio and watching television broadcast, visiting curios and art galleries, visiting historical sites and various art exhibitions, concerts and engaging in eye-hand practices so as to broaden spectrum of knowledge and skills.

In the schools where they are accessed to the computers and the internets, the student teachers are advised to use those resources effectively so that they can get an extra and current knowledge about the subject concerned and eventually come up with the modern ways of teaching/learning in both theory and practical.

THE OBJECTIVES

The objectives of this module are to enable the student teacher to:

- Revise all academic contents taught/learnt during the first year courses ready for the final national examinations.
- Have self assessment ability in the field after doing activities provided in the module to each topic/sub-topic.
- Assess and evaluate learners' (students) progress step by step according to the activities provided by the student teacher.
- Prepare teaching/learning materials for both theory and practical works.

HOW TO USE THE MODULE

This module is designed in such a way that the student teacher needs to synthesize all aspects of academic and pedagogical experiences in Fine art and crafts to attain the stated competences. The idea is to make the interactions among the student teachers, learners, teaching materials, teaching methods and the environment more meaningful and to the desired achievements.

- The student teacher have to take enough time in the intensive reading of all the topics as they appear in the Fine art and craft syllabus, taking note that this subject does not have specific text books meant for the subject. However, a number of books are available at the market though not in order of topics and it is for you to sort out.
- The student teacher need to do a number of practicals for personal skills development and also with the student(s) who are the end users of the knowledge, skills and values in this particular process of teaching and learning.
- The student teacher need to have means of recording all activities and or preserve some pieces of work for further references. In this way, you need to have any of these:
 - portfolio
 - diary
 - journal
 - Written reports as might be directed in some activities
 - School gallery.

All in all, in order to make the whole process meaningful and effective, the student teacher have to be honest and sincere when making self assessment and evaluation in connection to the activities assigned and towards the attainment of specified objectives or competences.

TOPIC ONE: CONCEPT OF ART

Brief Explanation:

This topic mainly concentrated in conceptualizing the concept of Art and meaning of Fine Art. Moreover, the functions of Art in areas of social life, politics and religion are highlighted.

As far as the term art is concerned, the role of the student teacher is to find out how the knowledge and skills in art can be put into practice particularly in social, political and religious services. For instance, how art can be used to educate and conscientize people in various social issues in society/community around. The role of the teacher however, is to build up the talents which several art students have and use them in order to match and enhance their everyday experiences in and out of school environment.

Competence:

- Ability to use art in the services of religion, political, economical and everyday life.

Activities:

1. Prepare a poster that asks community members to attend the meeting by their Member of Parliament in their area. Specify day, time and venue (Paper size 50 cm x 40 cm).
2. Design a poster emphasising the importance of drinking clear and safe water in your place.
3. Prepare a short study trip with your students to the nearest historical site with works of art. Write a brief report on the significance of those arts that you observed in the area of your specialization.

Self assessment:

- From the above competences and activities, what do you learn about the total concept of art in general referring to different views provided by various scholars?
(Bear in mind that the concept of art is one of the continuing debatable concepts globally).

TOPIC TWO: HISTORY OF ART

Brief Explanation:

The topic is about the history of art and the contemporary art in various African countries. However, the topic has explained the history of art in various African countries and comparative studies of history of Art in African countries as well. Furthermore, the studies on the contemporary history of art in various African countries have been dealt in its depth.

Despite the meaning and history of Art in general, the student teacher is also required to explain the major reasons of studying history of art in both the ancient and the contemporary African art and make comparative studies on it.

Competences:

- Ability to describe the History of Art in various African countries in both the ancient and the contemporary Art.
- Ability to compare studies of contemporary Art in various African countries.

Activity:

Choose one area of your preference for a project work in the contemporary Art of a particular African country. The project should be as brief as possible (i.e. not more than ten pages)

Self assessment

Did I manage to accomplish my project? If yes, what new ideas or experiences have I learnt? If not, why?

TOPIC THREE: SCULPTURE

Brief Explanation:

This topic has introduced you about the concepts of sculpture, identification of sculpture media, sculpturing tools and techniques. It has also enabled you to apply sculpture media and techniques practically. Throughout your reading, you found that sculpture is a creation of three dimensional forms by carving, modelling and or assembling of some certain materials. You were also exposed to various types of sculptures, sculpture basic tools and media. What remains is for you to re-read and explore more from different books and other sources for further understanding and practical application.

Competences:

- Develop student teacher's ability in identifying types of sculpture
- Develop to student teachers ability to work with various sculpture media and tools.

Activities:

Assign groups of students to make sculptures of their preferences for each of these media applying different techniques.

- Clay
- Wood
- Papier mâche'
- Wire/concrete
- Display the students' works in order of the material used ready for class discussion.
- Preserve the best piece of work for each media in the school gallery

Evaluation

Ask yourself these questions

- Did I collect or prepare the right sculpture tools for each media? If not, what were the alternatives?
- Did the students succeed in varying the techniques with different media? If not, what were the problems and the suggested solutions?

TOPIC FOUR: DRAWING

Brief Explanation:

This topic introduces the concepts of drawing, identification of drawing tools, application of different drawing techniques, skills in shading techniques, visual element and various subjects for drawing. You also learnt that drawing is a skill that can be learned by every normal person with average eyesight and average eye-hand coordination. The magical mastery of drawing ability seems to be, in part at least, an ability to make a shift in brain state to a different mode of seeing or perceiving. When you see in the special way in which an experienced artist sees, then you can draw.

Competence

- Ability to use various tools, techniques and materials in self expression of the reality (real world).

Activities

1. Work with your students to collect and or prepare various drawing tools and media.
2. Ask your students to choose any three subjects of their preferences and draw by applying three different shading techniques. Each subject should have its own drawing techniques e.g. pencil, crayon, charcoal or whichever.

Self assessment

- Assess the qualities of the drawing tools and media that you have collected with your class.
- Assess the forms and techniques used by students in drawing the respective subjects.
- Display student's works for class discussion
- Preserve the best piece of work from each subject.

TOPIC FIVE: PAINTING

Brief explanation:

In this topic the discussion is based on the meaning of painting, painting media, equipment or tools used and the techniques commonly preferred by different painters. Apart from these, the topic has also covered the visual elements in painting, subject matter like still life imaginative or painting from nature. Finally different styles in painting are also included.

It is the duty of the student teacher to develop students' talents or ability to use different techniques and styles in painting works and then come up with new ideas and innovative styles from their own perspective. This new idea could enable them not only develop their talents but also earn their living through painting.

Competences:

- Develop ability to explain clearly the meaning of painting and painting media and apply them practically.
- Develop ability to discuss different painting techniques and apply them in works of art.
- Ability to identify the visual elements in painting
- Ability to differentiate characteristics of various styles of painting.

Activities

1. Use any medium, technique and style of painting to paint part of your school environment (size 30 cm x 30 cm).
2. Discuss styles of painting: Realism, Abstract, Pointillism, Impressionism and Cubism.
3. Preserve the short notes in your portfolio.

Self assessment

Assess yourself to see how much this activity have improved your competences in the areas of:-

- Visual elements in painting.
- Painting styles to help the students copy their environment by using the available resources.

TOPIC SIX:

DESIGN

Brief Explanation:

This topic introduces the concept of design, analysed types of designs and illustrated the principles of design. You have learnt a design as an active process which primarily deals with the manipulation of materials inclined to visualise someone involved in painting, drawing or sculpting.

The design process involves two major areas of challenges: generating ideas and, realising them. The first area is approached by developing skills of problem definition and ideation, while the second is by developing manual skills and abilities in analysis and judgement.

Competences:

- Develop ability in practical application of tools, media and designing principles.

Activities:

1. Assign each group of students to:
 - a. Prepare a sign post (50cm x 35 cm) of their school showing the school name, post office box, school motto and, an arrow for school direction.
Use capital Roman Letters
 - b. Each student to make a package for a specific product of his/her choice.
2. A student teacher to prepare a book cover design with the title: 'Teaching Fine arts in schools'. Put your name as an author and remember selection of appropriate colours and illustrations, relevant to the title.
3. Display all students' work for class discussion
4. Preserve in the portfolio the best designs from each assignment.

Self assessment

- Did each group design good post signs in terms of colours, balance, clarity and neatness?
- Did the book cover designs attract the reader from buying the books?

TOPIC SEVEN: POTTERY AND CERAMICS

Brief Explanation:

The most underlying issues which have been discussed in this topic are: meaning of pottery and ceramics, types of clay, tools and equipment used in preparing clay models and, different methods or forms of making clay products. To make clay products more durable the issue of firing process have keenly been discussed in this topic.

Competences:

The following abilities have been expected to be developed

- Ability to distinguish between the Pottery and Ceramics.
- Ability in using clay materials and tools in making utility objects of different forms.

Activities:

1. Lead students to choose any method you that learnt in making forms of clay and make a domestic utensils of their choices.
2. Briefly explain the firing process using a kiln and the reasons for this process.
3. Preserve the best pieces of work by students in your school art gallery.

Self assessment

Ask yourself these questions:

- Did I find suitable clay for the work? If no, what were the problems? How did I solve the problems?
- Did I invite guest speaker? If not, why?

TOPIC EIGHT: PRINTMAKING

Brief Explanation:

The components included in this topic are: To explain the meaning of printmaking, materials and equipment used in printing, printmaking techniques, and care of printing tools and equipment. It is also important to bear in mind that printmaking like other parts of fine art and craft lends itself to theory and more practical. It is expected therefore that, the student teacher is going to use the knowledge and skills obtained at the college during the first year courses and apply it in the respective area he/she is teaching using the available resources around the school environment.

Competences

- Develop ability in employing different printing techniques and materials.
- Ability to lead students use techniques and materials in printing various objects on themselves.

Activities:

1. Divide the class into small groups of 2 to 3 students. Tell each group to discuss the materials and equipments used for printmaking and identify the common materials around their environment.
2. Using the available resources you have at your school. Choose any technique of printing and lead your students to print 4 sample T-shirts for their school.

Self assessment

- From the above activities do you think you are successful in attaining the prescribed competencies?
If yes, what are the indicators? And if not, where lies the problem and how do you plan to overcome it?

TOPIC NINE: PERSPECTIVE

Brief Explanation:

In this topic, you were exposed to the concept of perspective in drawing, description of types of perspectives and their diagrams. Throughout your reading, the term perspective has been literally referred to as “point of view”. In art; perspective refers to some of the devices used to achieve an illusion of space in two dimensional images. Typical examples are Linear perspective which referred to drawing systems which present the perceived diminution in size of objects as they recede into space, while Atmospheric perspective referred to as the perceived effects of atmosphere on colour and value. Other types of perspective are birds eye perspective, worms eye perspective, foreshortening and tonal.

Competence:

- Develop ability to employ perspective principles in drawing and painting pictures.

Activities:

1. Make sample illustrations of all the above listed types of perspective to be used in class teaching and learning.
2. Draw two pictures employing linear and tonal perspectives.

Self assessment:

A student teacher should ask if:

- she/he had six types of perspective illustrations neatly and accurately drawn to be used in class teaching and learning.
- students’ piece of drawing depicted the drawings in linear and tonal perspectives.

TOPIC TEN: HANDICRAFTS

Brief Explanation:

In this topic, you have read and grasped the concept of handicraft and also some of the works related to it like basketry and weaving, embroidery, bead work, tie and dye, batik, toy/doll, puppet, mosaic and collage. Different works have clearly defined the materials and processes. For example, other books/sources have defined collage as a process of pasting, gluing and tacking textural materials to a flat surface for the purpose of creating a picture or an interesting pattern. Yet other sources add on the meaning of collage as an image made in whole or in part by adhering a variety of two-dimensional materials to a support. This tells us that reading more and from different sources enrich our outstanding and skills in doing.

Competence:

- Ability to develop skills in making various handicraft by using different materials and tools.

Activities:

1. Identify handicraft materials available locally in their environment.
2. Prepare materials and tools for various handicraft works.
3. Make certain handicraft works using the materials and tools available in their environments.
4. Invite guest speaker (expert) in one or more fields of handicraft or pay a visit to the nearest person(s) skilled in any field of handicraft.
5. Write a report on what was done and observed.

Self assessment

- Did the handicraft work by individual students adhere to:
 - form
 - material used
 - Utility.
- Do I have a process report on how students learnt the handicraft topic?

TOPIC ELEVEN: COLOUR THEORY

Brief Explanation:

From reading this chapter, you were expected to cover various issues both theoretical and in practical perspectives. You have defined the concept of colour in various ways like being the response of the eye to electromagnetic radiation in the visual range (wavelengths from approximately 4,000 angstroms for violet light to 7,200 angstroms for red light) and, that a colour has three dimensions namely hue, value and intensity. You also worked on classifying colour, learnt on colour properties, made some practical with a number of colour wheels and colour schemes. More texts and frequently practices in colour are the key successes towards understanding the concept and its practical application.

Competence:

The activities intended to develop ability in identifying colour schemes from the colour wheel analogous, triads, tertiary, monochromatic and complementary.

Activities:

1. Make a twelve step colour wheel
2. Name:
 - (a) Primary colours in light
 - (b) Primary colours in pigment
 - (c) Secondary colours in light
 - (d) Secondary colours in pigment
3. Lead students to illustrate:
 - (a) the mixture of primary colours in light that results in its secondary colours
 - (b) The mixture of primary colours in pigment that results in its secondary colours.

Self assessment:

- Ask yourself if you have successfully named all the primary and secondary colours of light and pigments. If not, what was the problem and how do you plan to solve it.
- Ask yourself if you got the results correctly as you were mixing primary colours to get secondary colours.

TOPIC TWELVE: PHOTOGRAPHY

Brief Explanation:

It is expected that the student teacher have ability to describe the meaning of photography and its historical background. You are familiar with the parts of a camera and its functions and also about light effects during photographing. You did a number of shootings while considering the rules and effects of light on the subject and the ways of taking care of the camera itself, tripod stand, printed pictures (photographs), films and negatives.

Competences:

The following abilities are expected to be developed:

- Ability to use a still camera in shooting good photographs.
- Develop ability in taking care of the camera, negatives, films and photographs.

Activities:

- 1 Search information from various sources on the history of photography and write a brief notes on it.
- 2 Draw and label parts of the camera measured (30 cms x 30 cms) and explain the functions of each part in the class.
- 3 Under the help of student teacher, assign your students in their groups to take pictures around the school.

Self assessment

- As far as the activities given are concerned, did you have access to the resources (cameras) in your school? How far or shortly have you attained the goals and what is your future plan following this topic.

TOPIC THIRTEEN: ART MANAGEMENT

Brief Explanation:

This topic introduces the aspect of Art Management as an important component in the field of Fine Art and Crafts similar to any other activities. Learning art management is one way of assuring the services and production of goods in regards to the cost effective measures. A number of issues have been addressed like marketing the work of art that include the whole process of planning and executing the conception, pricing, promotion and distribution of ideas, goods and services to create exchanges that satisfies individual and organisational objectives. Also the issues of costs that are basic determinant in setting price, as the firm will set a price that covers the costs of producing, distributing and promoting its products or service and includes a profit that yields certain returns on its investment.

Competences:

The competence expected to be developed are:

- Develop ability in managing works of arts
- Ability in describing policy issues governing art activities.

Activities:

- 1 Identify the main components from the copyright law and the Neighbouring Rights of 1999.
- 2 Describe types of marketing
- 3 Identify major components contained in the cultural policy
- 4 Explain the reasons behind budgeting before the implementation of any project.
- 5 Explain the importance of using cash books in art activities.

Self assessment

Ask yourself these questions:-

- Am I successful in identifying all the main components from the copyright law and the Neighbouring rights of 1999?
- Am I successful in naming types of marketing?
- Were the major components contained in the cultural policy different from those from the copy right law and the neighbouring rights?
- Were my reasons for budgeting of art activities clear enough?
- Were my reasons for keeping accounts for art work expenditures clear enough?