



Fine Arts and Crafts

Primary Six

Student's Book

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FOREWORD

Dear Student,

Rwanda Basic Education Board is honoured to present to you this Fine Art and Crafts Book for Primary Six which serves as a guide to competence-based teaching and learning to ensure consistency and coherence in the learning of Fine Art and Crafts subject. The Rwandan educational philosophy is to ensure that you achieve full potential at every level of education which will prepare you to be well integrated in society and exploit employment opportunities.

The government of Rwanda emphasizes the importance of aligning teaching and learning materials with the syllabus to facilitate your learning process. Many factors influence what you learn, how well you learn and the competences you acquire. Those factors include the instructional materials available among others. Special attention was paid to the activities that facilitate the learning process in which you can develop your ideas and make new discoveries during concrete activities carried out individually or with peers.

In competence-based curriculum, learning is considered as a process of active building and developing knowledge and meanings by the learner where concepts are mainly introduced by an activity, a situation or a scenario that helps the learner to construct knowledge, develop skills and acquire positive attitudes and values. For effective use of this textbook, your role is to:

- Work on given activities which lead to the development of skills
- Share relevant information with other learners through presentations, discussions, group work and other active learning techniques such as role play, case studies, and research in the library, from the internet or from your community
- Participate and take responsibility for your own learning
- Draw conclusions based on the findings from the learning activities.

I wish to sincerely extend my appreciation to the people who contributed towards the development of this book, particularly REB staff who organized the whole

process from its inception. Special gratitude goes to the University of Rwanda which provided experts in design and layout services, illustrations and image anti-plagiarism, lecturers and teachers who diligently worked to successful completion of this book. Any comment or contribution would be welcome for the improvement of this textbook for the next edition.


Dr. MBARUSHIMANA Nelson
Director General, REB



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I wish to express my appreciation to all the people who played a major role in development of this Fine Art and Crafts textbook for Primary Six. It would not have been successful without active participation of different education stakeholders.

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Joan MURUNGI

Head of CTLR Department

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UNIT 1

DRAWING AND PAINTING STILL LIFE AND NATURE

UNIT ONE: DRAWING AND PAINTING STILL LIFE AND NATURE

a) Key unit competence

To be able to draw and paint different pictures of objects and scenes in still life and nature using different tools and materials.

b) Introductory Activity

Observe the following images and answer the questions below:



Questions

1. Identify the following elements that are shown by images above.
2. Which image above shows cross-hatched lines very well?
3. Use different colours and lines to draw a house

1.1. Aspect/elements of drawing

Elements of drawing are all the aspects of art that can be seen. They help artists to express an idea, to convey a feeling or describe an object. They are common in our

images that we make every day and they include the following.

- a) **A Line** is defined as a path made by dragging the drawing tool across a surface. It includes horizontal lines, vertical lines, zigzag lines, curved lines, spiral lines, wavy lines, and many others.

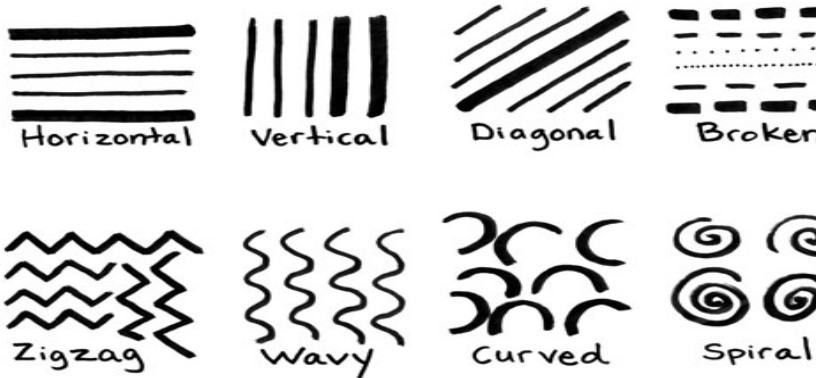


Figure 1.1. Images showing different types of lines

- b) **Colour** is a hue in form of primary colours, secondary colours and tertiary colours.

Colour is the visual element that has the strongest effect on our emotions. We use colour to create the mood or atmosphere of an artwork.

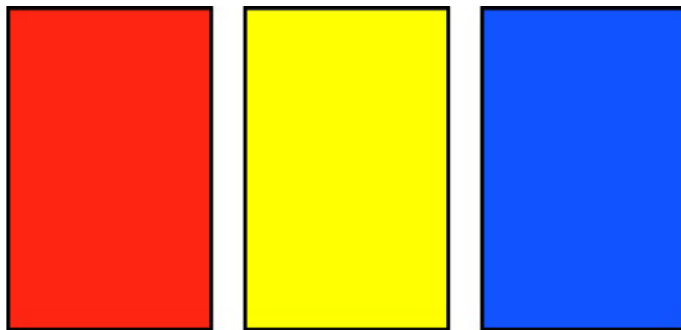


Figure 1.2. Images showing primary colours

- c) **Texture** is the degree of roughness or smoothness in objects. Texture is distinguished by its perceived visual and physical properties.

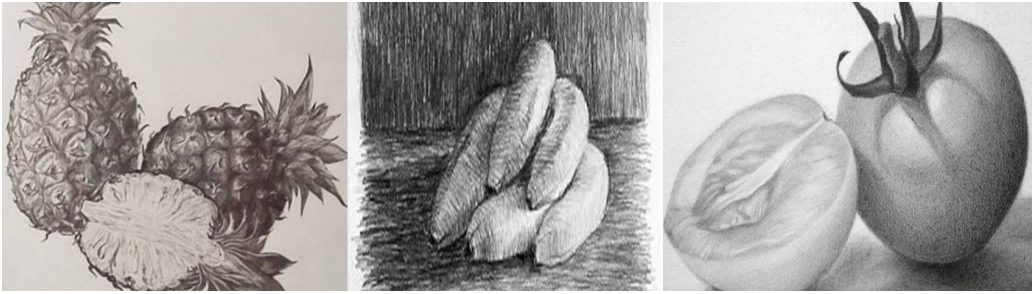


Figure 1.3. Images showing different textures

d) **Shapes** are outlines of both organic and geometric shapes that can be used in drawing.

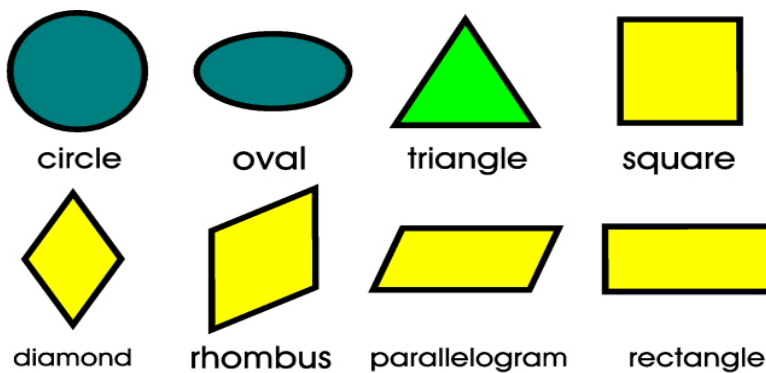


Figure 1.4. Images showing geometric shapes

e) **Form** is a 3-dimensional object having volume and thickness.

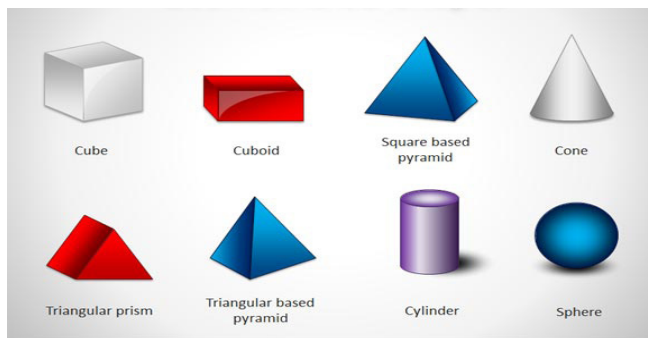


Figure 1.5. Images showing 3-dimensional forms

f) **Value** is the degree of lightness and darkness in a drawing.

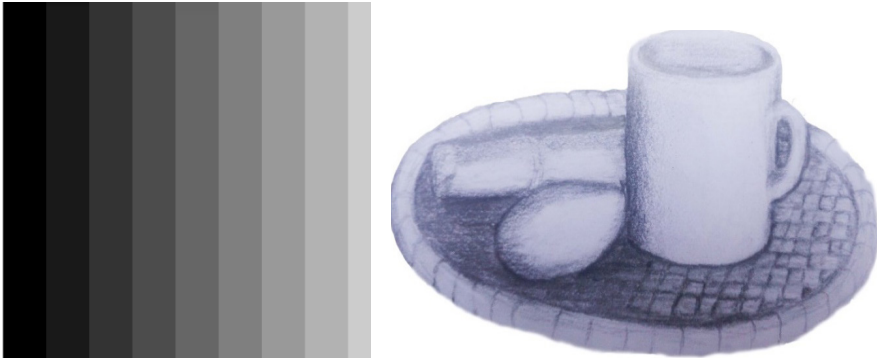


Figure 1.6. Images showing value

- g) Space** refers to variations in the perspective, and proportions of objects, lines or shapes. It has two types which are positive space and negative space.

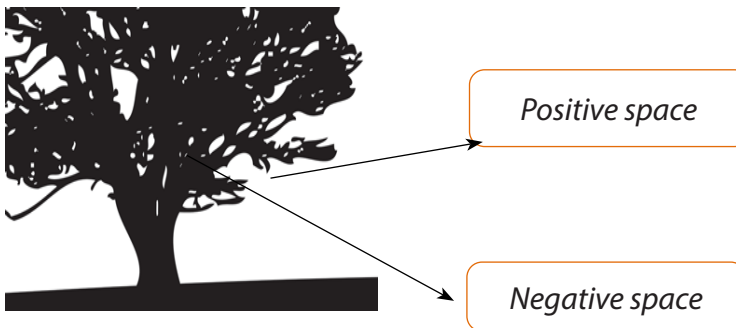


Figure 1.7. An image showing two types of space

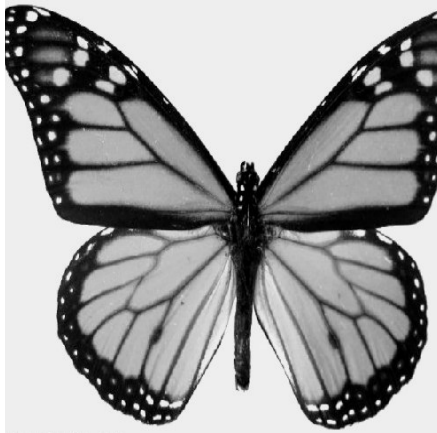
Application activity 1.1.

With the help of all the elements that you have studied, draw a basket and a Jerrycan placed or set together as a composition.

1.2. Principles of drawing

Activity 1.2.

Observe the following images carefully and answer the questions below



1. Name the images that show the principle of perspective, radial balance, asymmetrical balance and symmetrical balance?
2. Use different tools and materials to draw a cut orange showing radial balance.

Principles of drawing: These are procedures that guide us when we are drawing images. They include the following:

a) Variety

It is the quality of having different images, size and colour in a design.



Figure 1.8. An image showing variety

b)Balance

It is arranging the element of art with equalizing them in a composition. Its types are symmetrical, asymmetrical and radial balance.

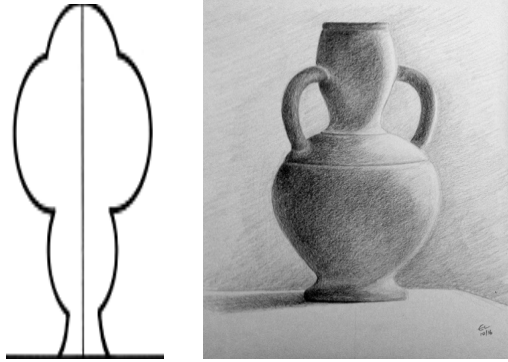


Figure 1.9. Images showing symmetrical balance

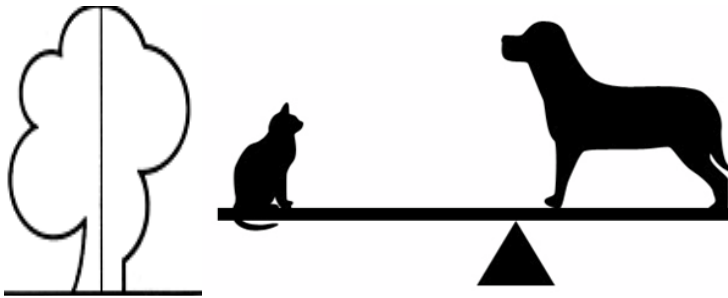


Figure 1.10. Images showing asymmetrical balance

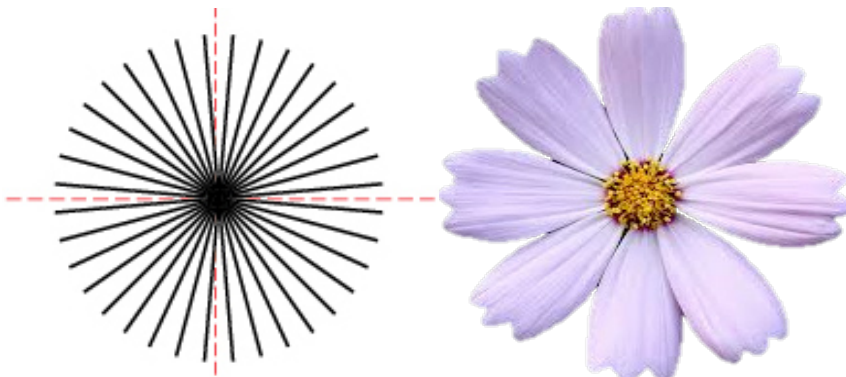


Figure 1.11. Images showing radial balance

c) Harmony

It is the part that brings together a composition with similar units.



Figure 1.12. An image showing harmony

d) Perspective

It is a way of drawing images as seen by the eye in relation to distance.



Figure 1.13. An image showing one point perspective

Application activity 1.2.

Draw a house of your choice and show the principle of one-point perspective that you have studied.

1.3. Colour application in drawing and painting

Colours are the hues in form of primary colours, secondary colours and tertiary colours. These colours can be found on different items which we use in our everyday life at home and school. They are grouped in three categories which are; primary colours, secondary colours and tertiary colours.

(a) Primary colours are blue, red and yellow.

They are the basic colours from which other colours on a colour wheel are made.

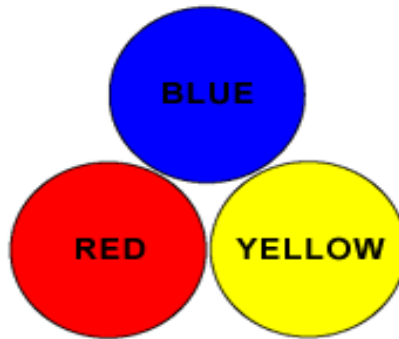


Figure 1.14. Images showing primary colours

(b) Secondary colours

They are a mixture of two primary colours. This means that the combination of two primary colours produces secondary colours. For example;

- Blue + Yellow = Green
- Yellow + Red = Orange
- Red + Blue = Purple

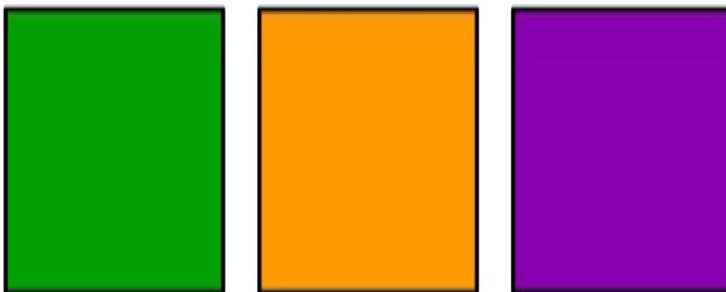


Figure 1.15. Images showing secondary colours

(c) Tertiary colours

They are results of a mixture of a primary colour and a secondary colour. This implies that when you get one primary colour and add one secondary colour you get a tertiary colour. Below are how the mixtures can be done.

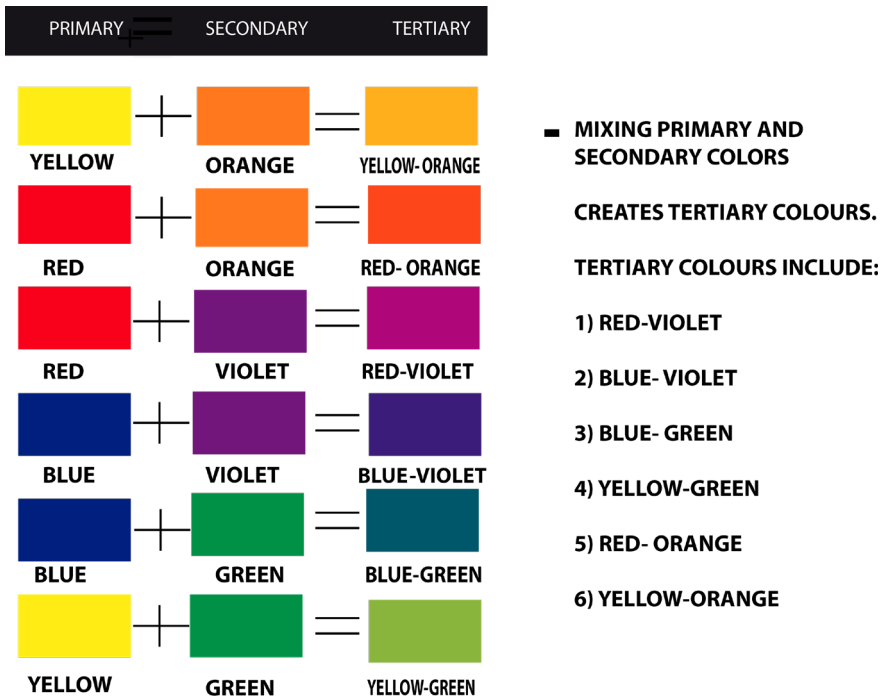


Figure 1.16. Images showing tertiary colours

Colour application on the surface through painting. Painting is a process of applying colour on a surface to create an image. It can be done through direct observation, imaginative composition and visual memory or memorisation.

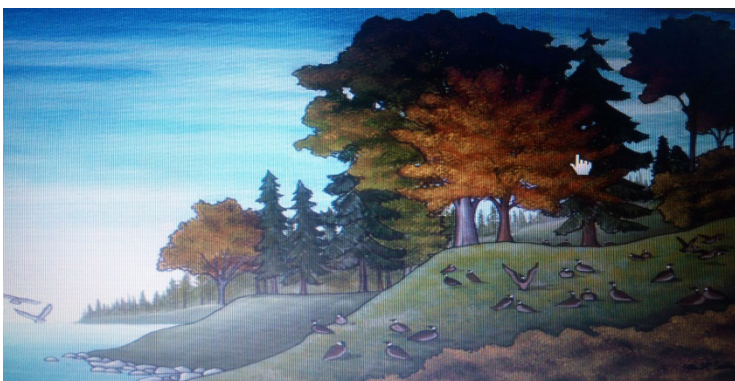


Figure 1.17. An image showing landscape painting

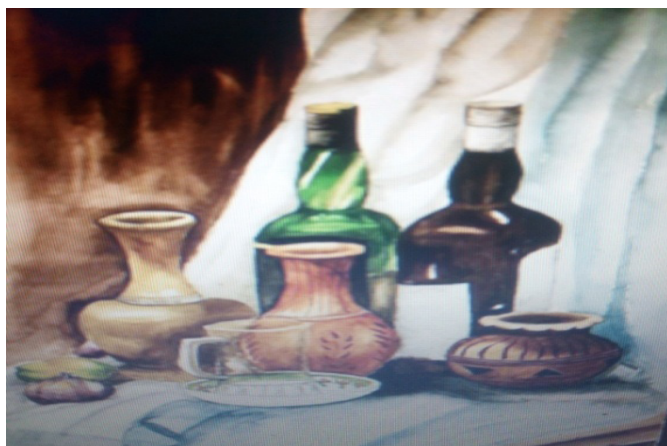


Figure 1.18. An image showing a painting from direct observation

The materials and tools which are used in applying colour on a surface are wet materials and dry materials.

These materials and equipments include the following;

Dry Materials	Materials Used as Surfaces while painting
<ul style="list-style-type: none"> - Pencils - Pencil crayons - Charcoal - Conté crayons - Chalk, chalk pastels, oil pastels - Wax crayons 	<ul style="list-style-type: none"> - Paper - Glass - Fabric - Plastic - Metal
Wet Materials	Tools
<ul style="list-style-type: none"> - Ink - Ballpoint pens - Markers - Paints (acrylic, water colour, tempera, poster, oil) 	<ul style="list-style-type: none"> - Pens - Rollers - Brushes - Palette knife - Found objects Wood/ drafting table

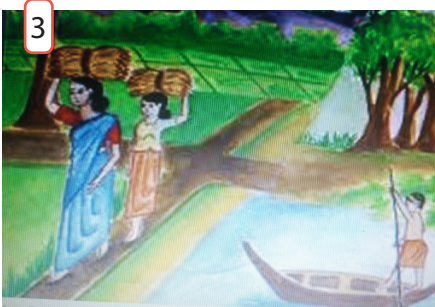
Application activity 1.3.

Use different colours and materials to draw a composition showing part of a lake, trees, flowers and a house.

1.4. Textural pattern

Activity 1.4.

Observe the following images carefully and answer the questions below:



1. Identify the names of the different groups of colours that were used to make the images above.
2. Which of the above images represents painting from imagination, landscape painting and direct observation?
3. With the use of different textures, colours and materials, make a painting of a cow eating grass.

e) Texture

It is the degree of roughness or smoothness in objects. This can be seen by the eyes and felt by the hands as being rough or smooth.



Figure 1.19. An image showing different surface with roughness and smoothness qualities

The different textural pattern that can be used in applying colour on the surface include dotting, cross-hatching and hatching textural patterns.

- (a) *Cross-hatching*: is an extension of hatching, which uses fine parallel lines drawn closely together to create the illusion of shade or texture in a drawing.



Figure 1.20. Images showing cross-hatched textural pattern

- (b) *Dotting*: is the use of small spots that are usually circular in shape to make images.



Figure 1.21. Images showing dotted textural pattern

- (c) *Hatching*: is an artistic technique used to create tonal or shading effects by drawing/painting or scribing closely spaced parallel lines.

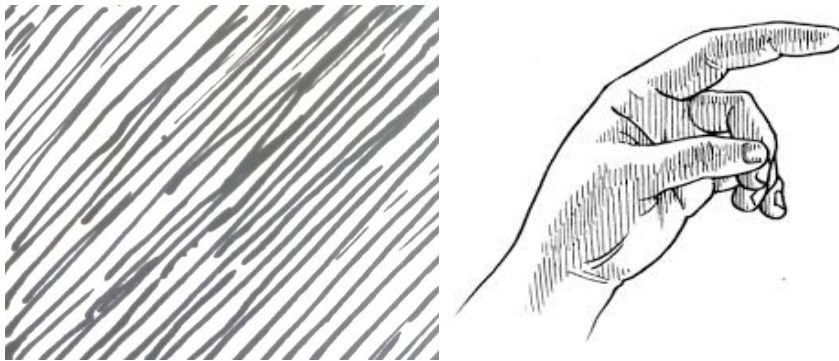


Figure 1.22. Images showing hatching textural patterns

Textural pattern can be found on Rocks, fur, feathers, figure drawings, fruits, vegetables, leaves, stems and many other still life and nature things.

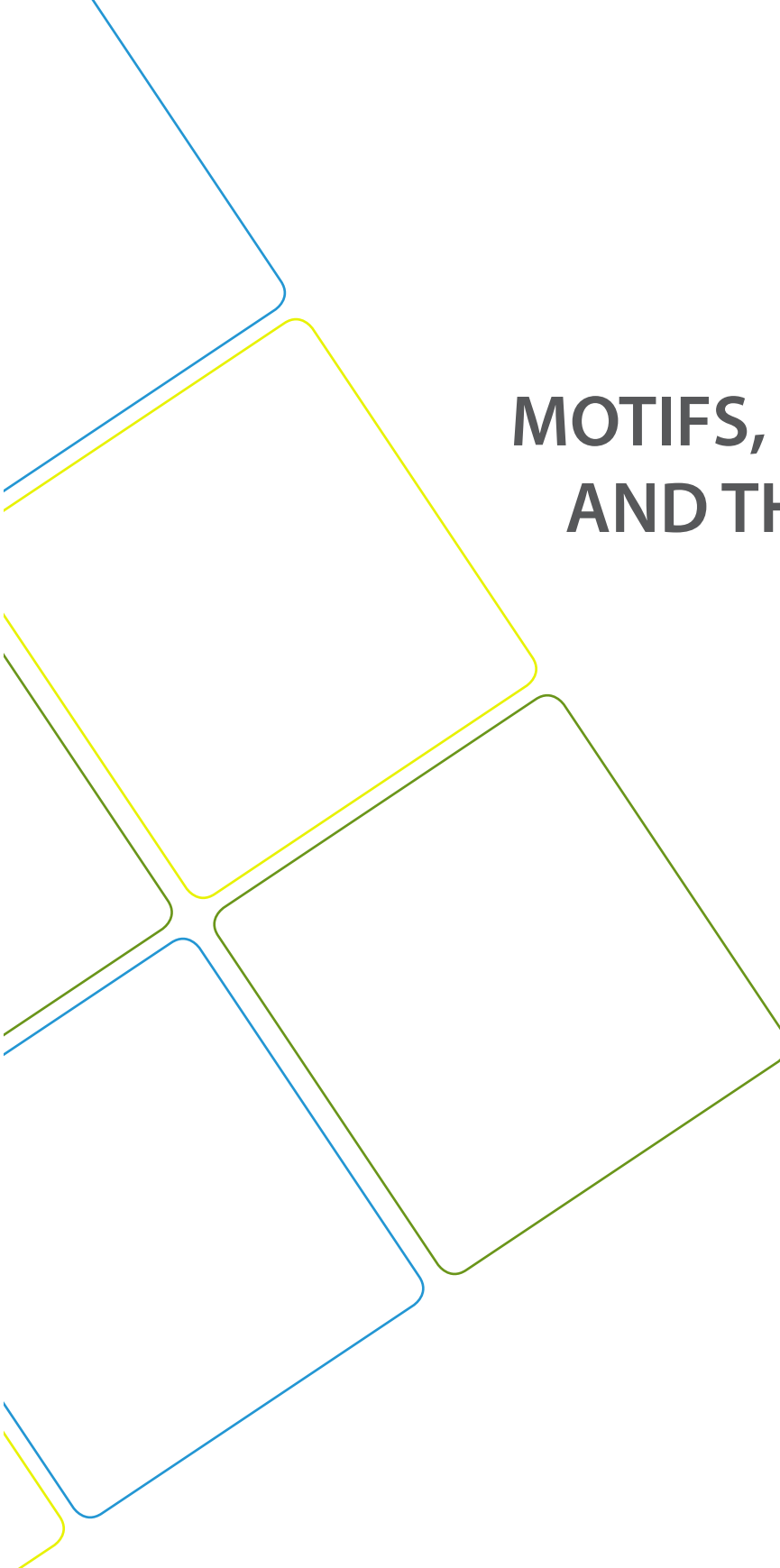
c) End unit assessment 1.1

Using all the knowledge and ability you have gained about the elements and principles of drawing and painting still life, draw a part of your school compound.

d) Glossary

- **Still life drawing:** A process of drawing lifeless objects which may be either natural or man-made. Examples include food, flowers, dead animals, plants, rocks, glasses, books, vases, jewelry, coins, pipes, and many others.
- **Elements of art:** Are the visual components of colour, form, value, line, shape, space and texture used to create a work of art.
- **Principles of drawing:** These are procedures that guide us when we are drawing images.
- **Shading:** A process of darkening a surface or colour by adding a dark or black colour.
- **Tinting:** The process of lightening a medium or surface by adding a white colour.
- **Balance:** it is arranging the element of art with equalizing them in a composition.
- **Palette:** A flat board on which a painter holds and mixes colours.
- **Organic shape:** A free-form shape that is irregular and uneven such as the shape of a leaf, flower and many others.
- **Design:** The arrangement of elements such as line, texture, colour and others to get harmony and unity.

UNIT TWO: MOTIFS, PATTERNS AND THE DESIGNS PROCESS



UNIT 2

MOTIFS, PATTERNS AND THE DESIGN PROCESS

a) Key Unit Competence

To be able to create various motif patterns and apply them on surfaces using different techniques.

b) Introductory Activity

In a group of six or five learners, design a motif for a pattern to be applied on clothes to be worn by children (you should use images that children love).

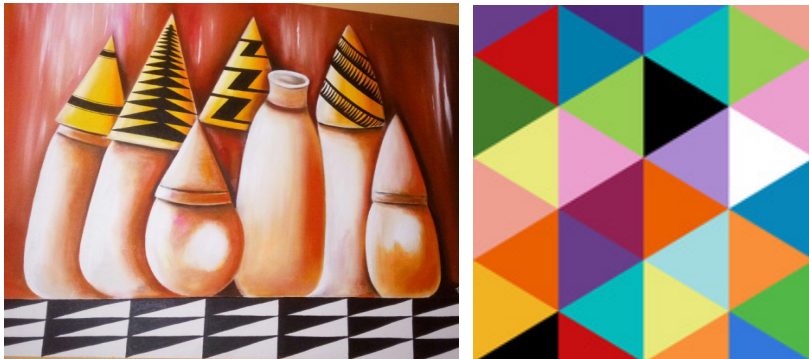
2.1. Making different motif Patterns and Designs

Motif is the most basic unit with the help of which a design or a composition is made.

Each motif is generally developed from a geometrical shape or a combination of different geometrical shapes.

The most types of motif are;

- *Geometric Motifs* like weave designs, box, layout diagonal stripes and dots.



Figures 2.1 and 2.2 showing geometric motifs

- *Realistic or Natural Motifs* like animals, animal skins, fruits, vegetables, leaves and flowers. Natural motifs have good colours and shapes which are good for designs.



Figures 2.3, 2.4 and 2.5 showing realistic motifs

When motifs are repeated, they create patterns.

Repeated pattern refers to the consistent repetition of the same image.

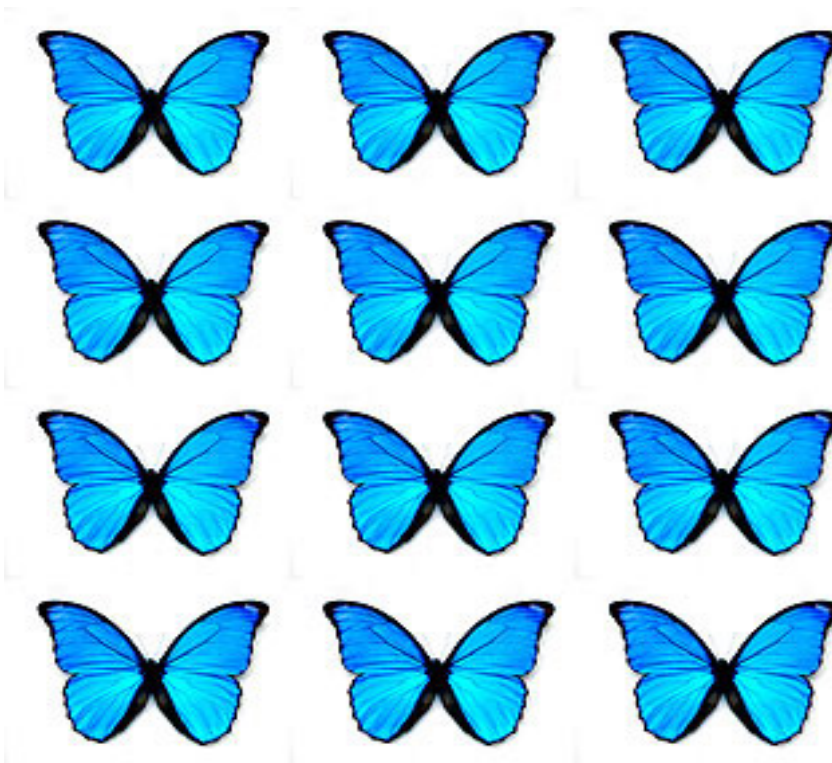


Figure 2.6 An image showing a repeated pattern

Examples of repeat patterns can be found on different things like tiles, floors, wallpapers, carpets, containers, clothes, blankets and many others.

The Layout or arrangement of the motif include:

a) Full drop layout

This is arranging motifs that recur regularly in one repeat unit of the design.

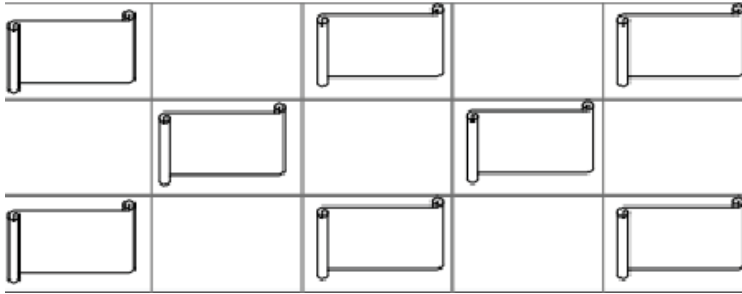


Figure 2.7 Images showing full drop motif

b) Half-drop layout

A grid is made such that the subsequent row of squares drops half way, as shown below.

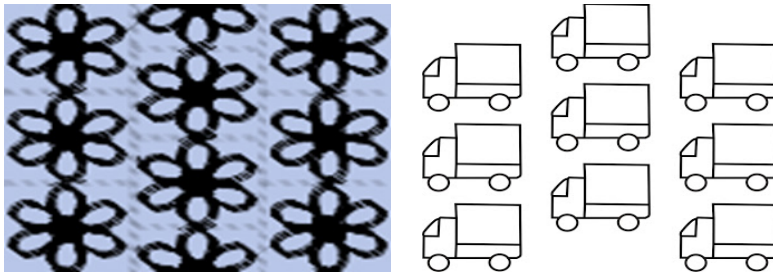


Figure 2.8 An image showing half drop motif

c) Border layout

It is where border designs are composed of units or lines repeated at intervals over the given area.

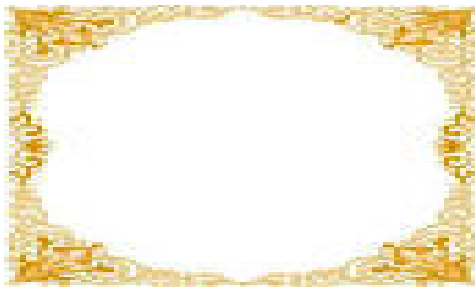


Figure 2.9 An image showing border layout of motif

Application activity 2. 1.

Draw a rectangle of 10 cm width and length of 15 cm. Use a leaf of any plant as an inspiration for your motif to design a repeated pattern.

2.2. Techniques of applying motifs on surfaces

Application activity 2. 2.

In a pair of two learners, use a part of an old piece of a sandle (bodaboda) design the word yes and print it on a paper.

2.2.1 Note: You can follow the following steps for making a stamp print;

- You have to reverse the word YES
- Attach a twisted masking tape to make a handle or you can also use a hard object as a handle
- Apply ink on the face of the printing block
- Press the stamp onto a sheet of paper
- Lift the stamp to see the print

Words before being reversed	Words after being reversed
YES PEACE GENDER	YES PEACE GENDER

a) Stamping

It is the process of transferring images using woodcuts and soft materials. This is done by putting paper or fabric on a table or a flat surface with the block on top, and pressing, or hammering, the back of the block.



Figure 2.10 An image of a stamp

b) Stenciling

This means cutting your design or motif out of a hard paper and printing it by sponging paint or ink through the holes. The hard paper is called a stencil which is used to transfer the design on a surface like paper or fabric.

b.1. Parts of a stencil and design process



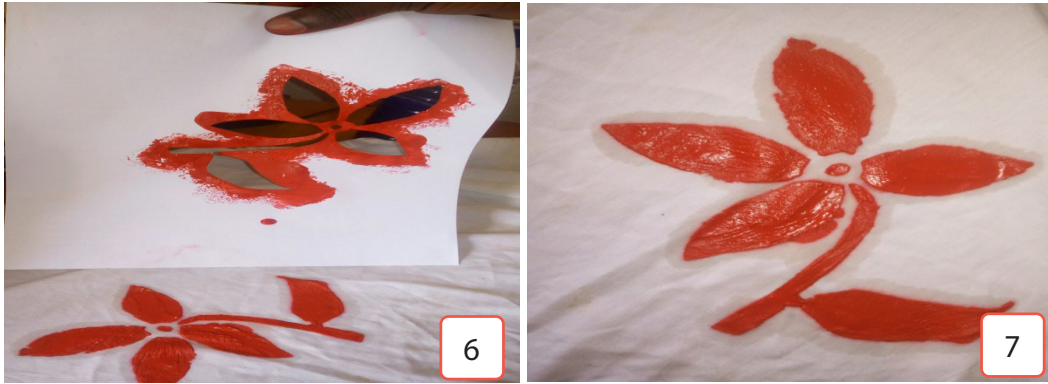


Figure 2.11 Images showing how to make and use a stencil

- *Islands* are the parts of the design that are inside cut-out hole in the stencil.
- *Bridges* are the narrow sections of material that are not cut out.

b.2. Materials and tools used in stenciling

They are paper, pencils, stencils, cutters/razor blades, squeegee, fabric paste, masking tape, table and many others.

a) Impressions

This is the process of transferring a copy of motifs on the surface of an object.

b) Incision

This is a method of creating sunken lines representing a motif on the surface of a plate

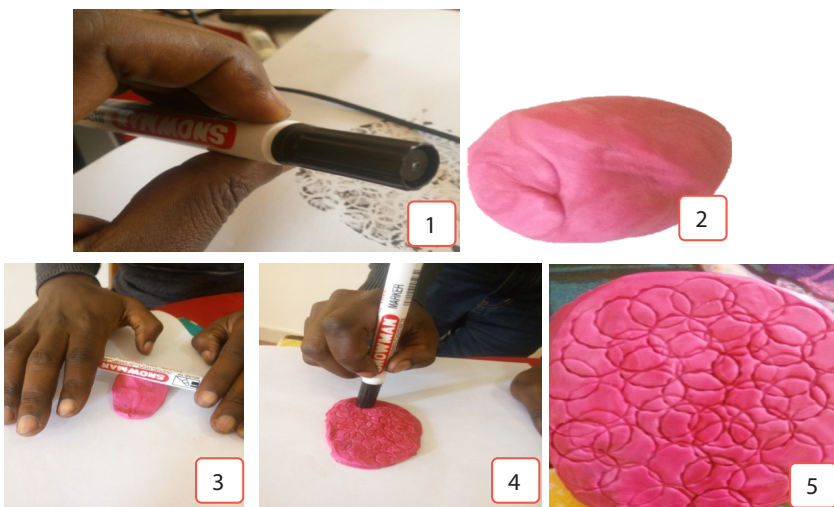


Figure 2.12. A process of incision

2.2.2. Steps involved in incision technique:

- Prepare tools and materials.
- Prepare a design that you want (you can use different objects like a lead of marker, bottle tops, and others) (image 1).
- Prepare a plate where the design will be transferred (image 2 and 3).
- Press the design on the plate like on image 4.

Note: Image 5 shows the final artwork from the technique of incision.

The materials and tools used in designing and applying motif on a surface are palettes, tins, paper stencils, cutters, pencils, sponge, craft knife, colours, old cardboard and many others.

c) End unit assessment 2.1

1. Define the term printing
2. Name any five equipment that are used in stenceling.
3. Create several patterns using found objects and other materials and print them on a cloth or any surface available.

d) Glossary

- **Artwork:** is the created physical material, including: photos, graphic images, text and other components needed to produce a printed piece.
- **Motif:** is the most basic unit with the help of which a design or a composition is made.
- **A pattern:** is an arrangement of lines or shapes, especially a design in which the same shape is repeated at regular intervals over a surface.
- **A technique:** is a way of carrying out a particular task, especially the execution or performance of an artistic work or a scientific procedure.



UNIT 3

LETTER STYLES, ILLUSTRATIONS AND DESIGN TECHNOLOGY

UNIT THREE: LETTER STYLES, ILLUSTRATIONS AND DESIGN TECHNOLOGY

a) Key Unit Competence

To be able to design calligraphic texts and graphic images using various techniques.

b) Introductory Activity

In an area of 15cm by 25cm, use bold letter and not more than 3 colours to design a sign post you have ever seen anywhere.

3.1. The Aspects/Elements of Graphic Design

3.1.1 Graphic design

It is the art of communicating through images and lettering. Aspects and elements used in graphic design include: dots, lines, colours, forms, shapes and pattern which are now very common to you.

Graphic design is used to design posters, book covers, logos , badges, emblems, sign posts, calendars, magazines trademarks and cards.

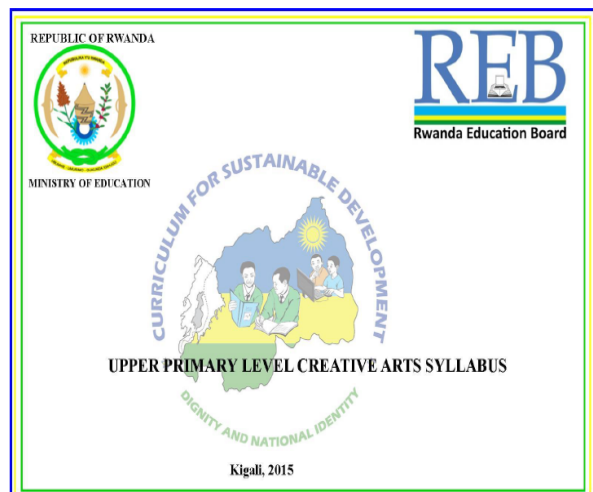




Figure 3.1, 3.2 and 3.3; Examples of images showing graphic design

Different letter styles, patterns, tools, software and materials can be used to attract the attention of the public.

The visual symbols that can be included in graphic design include: cartoons, road signs, symbols for peace, love, religion and many others.

3.1.2 Materials and tools used in graphic design

Tools used in graphic design are: rulers, computers, pencils, rubber, compasses, protractor, drawing board, razor blades, scissors and many others.

Materials include: ink, papers, colours and pictures or illustrations.



Figure 3.4: An image showing some of the tools and materials used in graphic art

Application activity 3.1

In an area of 15cm by 25cm and in not more than 5 colours, design a birthday card to give to your friend on his or her birthday celebration.

3.2. The different letter styles and patterns

In modern Rwanda, communication is also done using letters written in different styles. These letters can be found in textbooks, news papers, trade names, cards and many others.

Types of letters used in graphic design include serifs and sans serifs which are usually written in different font styles like italics and others.

3.2.1. San serif letters

San serif letters are letters without small tails on them.

Some of the San serifs letters which are Upper case letters (britannic bold font style) are shown below:

A B C D E F G H I J K L

M N O P Q R S T U V

W X Y Z

San serifs: Lower case (britannic bold font style)

a b c d e f g h i j k l m n o p q r
s t u v w x y z

3.2.2 Serif letters

Serif letters are the letters with small tails or small lines extended on them. Letter O in upper case letter, has no serif as its nature.

Serifs which are Upper case letters (italics font style).

A B C D E F G H I J K L
M N O P Q R S T U V W
X Y Z

Serifs: Lower case letter *c, e* and *o* do not have lines or tails on them (italics font style).

a b c d e f g h i j
k l m n o p q r s t
u v w x y z

Example of 3D letters

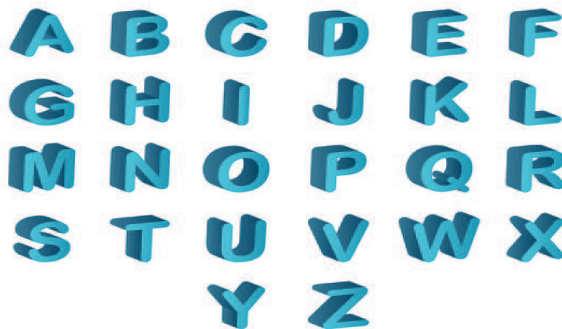


Figure 3.5. An image showing 3dimensional letters.

3.2.3 Illustrations or images

This is using images and letters to create more meaning to the design. This can be done on sign posts, cards, books and many others. This is very important because it makes your designs very attractive and creative.



Figure 3.6 and 3.7 Images showing examples of illustrations in graphic design

c) End unit assessment 3.1

Using different types of letters, colours, images and patterns, design a notice encouraging people in your community to protect the environment from destruction.

d) Glossary

- **Graphic design:** the art of communicating through images and lettering.
- **Illustration:** The visual images that form the pictorial part of a design.
- **Balance:** This refers to the way line, shapes, textures and colours are arranged in a piece of art.
- **Design:** The arrangement of elements such as line, texture, colour and others to get harmony and unity.
- **Font:** The characters which make up a complete typeface and size.
- **Elements of graphic design:** are the visual components of colour, form, line, shape, space, texture, and value.
- **Layout:** The arrangement of illustrations, titles and other information required in a design.



UNIT4

CLAY AND METHODS OF BUILDING CLAY FIGURES

UNIT FOUR: CLAY AND METHODS OF BUILDING CLAY FIGURES

a) Key Unit Competence

To be able to create clay figures and forms using various techniques, materials and tools.

In this unit, you will learn:

- The process of preparing clay
- Various ways of modelling different clay figures
- Different ways of decorating clay surfaces

b) Introductory Activity

Using clay, make a pot and decorate it with different motif patterns of your choice

4.1. Processes of preparing clay

Preparing clay is done using different materials and tools which include the following:

- Polythene paper to cover the table
- Lump of wedged clay
- Tools that you can use to make patterns, such as pencil, bottle tops, leads, brooms, stick, fork, and many others
- Slip
- Clay glazes or water colours
- Brushes
- Rolling pins
- Clay cutter (thin wire or knife)

4.1.1. The Processes of preparing clay

- Sorting:** This involves arranging clay according to their types. This is important because clay is found in different places and so it should be arranged well.
- Sieving:** It is the way of separating unwanted things like stones from clay.
- Kneading:** to press and stretch wet clay with your hands to make it ready to use.



Figure 4.1. An image showing kneading of clay

4.1.2. The ways of making clay forms

They are including the following

a) Coils: This involves rolling clay into long ropes of clay and twisting them into forms.

Steps involved in making clay forms using coil method;

- Roll the clay into long ropes
- Coil the clay ropes on top of each other to form the shape
- Use slip and score to smooth the coils together
- Continue using slip to attach additional pieces
- Use tools like toothpicks, fork, hard brush, wire and others to add texture
- Harden the shape by firing
- Add glaze to make it look beautiful

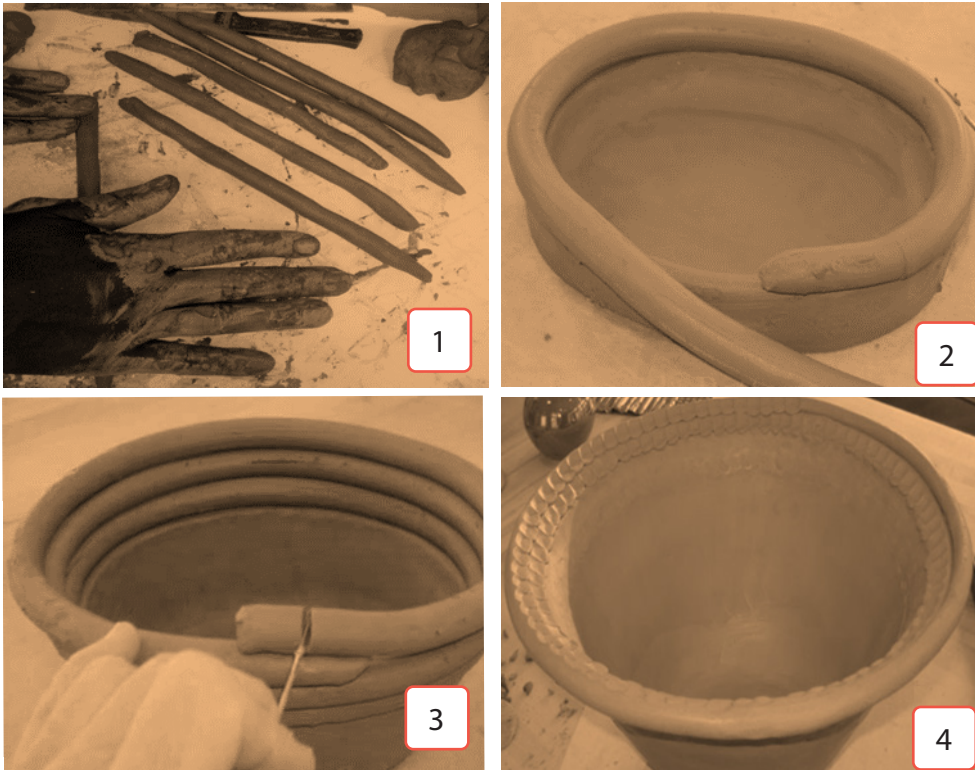


Figure 4.2. Images showing coils being made and used

b) Slab: is making clay flat by using flattening materials

If clay is being used, try to roll it when there is sunshine so that it can become firm and easy to handle.

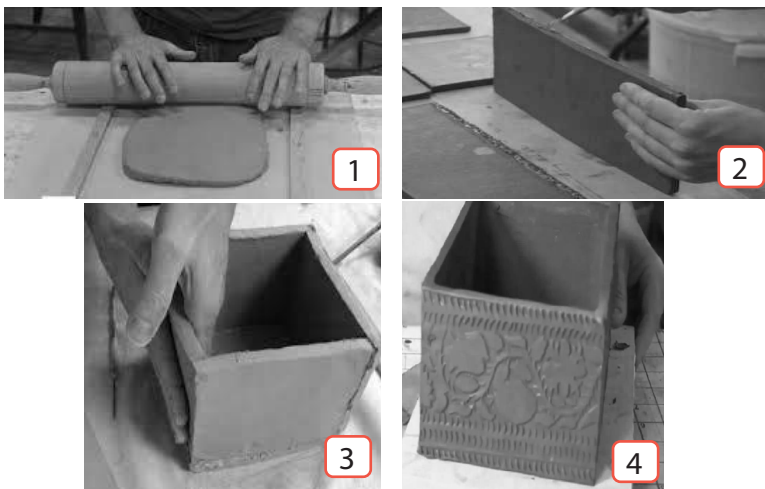


Figure 4.3. Images showing slabs being made and used to make clay object

c) Pinch: Using your fingers to pinch and poke a single lump of clay into any shape that you want.

Application activity 4.1.

Use all the steps of clay preparation to make clay coils and use coiling method to make a jar.

4.2. Ways of decorating clay surfaces

a) Impression or embossing

It is simply the use of an object or tool pressed on the surface of an object to create a design. Relief means the raised parts in a design.

Found objects such as string, rope, leaves, feathers, and shells can be used in impression.



Figure 4.4. An image showing impression on clay using a leaf of a plant

b) Incision or etching

They are simply the use of an object or tool pressed in the surface of clay forms to leave a design.



Figure 4.5. Images showing incision being made on clay objects

c) End unit assessment 4.1

Using all the skills and experiences that you have gained in sculpture and ceramics, design a flower pot.

d) Glossary

- **Slip:** A soupy mixture of clay and water that acts as glue to join scored pieces of clay.
- **Ceramics:** The art of making objects from clay and hardening them with extreme heat. The object changes its colour after being heated.



UNIT5

RECYCLING WASTED ARTICLES INTO CRAFTWORKS

UNIT FIVE: RECYCLING WASTED ARTICLES INTO CRAFTWORKS

a) Key Unit Competence

To be able to make collages using various methods by transforming different articles, materials and tools.

b) Introductory activity

Using different images of children and adult people that can be cut out from newspapers, magazines and used-up books, make a collage encouraging the community to stop child abuse.

5.1. Materials and articles for making collage

5.1.1. Collage

It is the art made by sticking different materials such as photographs and pieces of paper or fabric onto a surface to make a design.

Collage describes both the technique and the resulting work of art in which pieces of paper, photographs, fabric and other items are arranged and stuck down onto a supporting surface or backing.

Collage allows for the use of all sorts of materials which can easily be collected from the environment in our community and they include buttons, beads, cloth, papers, photos, textile, sand, scissors, cutters, glue, brush, beans, peas, grains and many others.

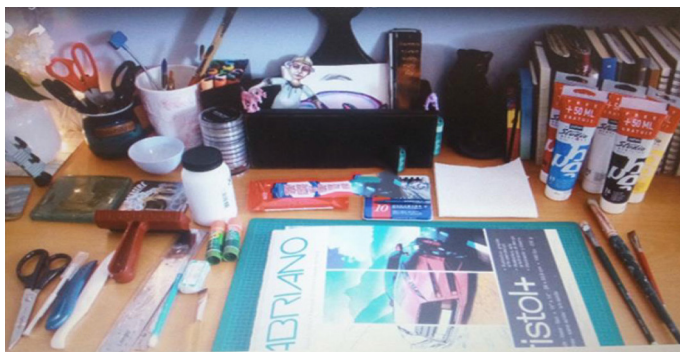


Figure 5.1. Images showing some artificial materials for collage

Some of these materials and articles can be found through recycling items which have been used up or are no longer used for example picking buttons from old shirts, using old boxes, cutting photos from old newspapers, pieces of cloth and many others.

5.2.2. Steps of making a collage

- Select the type of collage to be made like nature collage, texture collage, paper collage or fabric collage
- Develop a title or source of inspiration for the collage
- Sketch your ideas and emphasize on the elements and principles of art
- Collect the materials and tools needed to make the collage
- Prepare and clean the materials to be used in making collage
- Assemble the items and attach them together using glue according to the sketch
- Leave your artwork to dry
- Finish your work by removing unwanted materials

5.2.3. Types of collage

The types of collage depend on the materials and articles used to make collage works. The use of the different materials and articles should be related to the topic or theme of your design. The types of collage include the following:

a) Nature collage

Find suitable items out in nature. This collage involves gluing together things which were created by God and are found in the environment. Examples include: shells, dry grass, stones, dry leaves, flowers, seeds, grains and others.



Figure 5.2. Images showing natural materials for collage

Making nature collage depends on what you want to design depending on the topic that you have and the information that you want to give to the people.



5.3. An image showing nature collage

a.1. Steps for making nature collage

- Collect all the materials depending on your choice of design
- Make sure to dry the materials to stop them from rotting or withering on the collage
- Choose a suitable background for example paper, smooth bark, cardstock, recycled cardboard and many others
- Make a collage according to your choice of design
- Glue the items in place and check if they are sticking to the background
- Allow the collage to dry
- Display the collage or hang it on the wall or anywhere you want

b) Fabric collage

This is the art of using different parts of cloth and attaching them on a surface to make a design. You can use clothes of different colours and designs to make an artwork of your choice by attaching them together using a needle, thread, glue, pins and nails.



c) Paper collage

This is the art of cutting or tearing different peaces of paper from old newspapers or magazines and attaching them together to make a design. In this type of collage, you have to first make a sketch of what you want to design and attach the pieces of paper together using glue.

c.1. Steps for making a paper collage

- Determine a topic and purpose for your collage
- Determine the size and shape of your collage
- Choose your pictures in relation to the topic, colour, size and many others
- Gather your supplies like scissors, knife or cutter, glue, paintbrush, a backing sheet, pencil, plain paper, and your pictures
- Map out your collage by deciding how you want to place your pictures
- Get your pictures ready for assembly
- Attach the pictures to the backing material using sticky materials like glue
- Leave your collage to dry and clean it for display



Figure 5.5. An image of a cow made of paper collage

d) Wood collage:

This type of collage involves attaching together wood using glue or nails to make designs. The designs depend on your choice and the topic or message that you want to reach to the public.



5.6. An image showing wood collage

e) Straw collage

This involves using straws to make designs like names, flowers and many others. Straws can be collected from different places or you can even buy them from the shop.

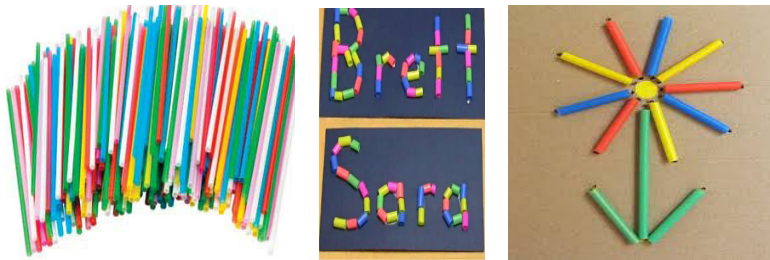


Figure 5.7. Images showing straws and collages made from straws

F) Mosaic collage

This is a decoration on a surface made by setting small pieces of glass, stone, tiles or other solid particles of different colours into another material to make patterns or pictures. Glue or any other sticky substances can be used as binders to hold different pieces together on the surface.

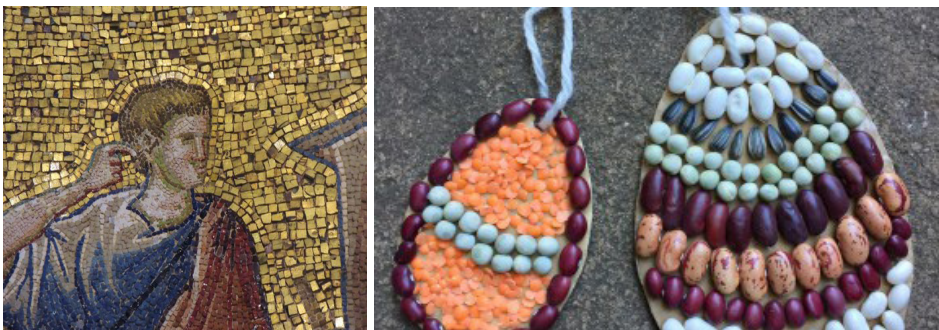


Figure 5.8. images showing mosaic collages.

Application activity 5.1.

1. Name any five materials that can be used in fabric collage.
2. Collect old pieces of clothes in different colours and use them to write your two names.

5.2. Techniques of making collage

Pasting technique means composing a work of art by fastening on a single surface various materials not normally associated with one another, as newspaper clippings, parts of photographs and many others to make a design.



Figure 5.9. An image made from pasting technique using glue and banana fibers

5.2.1. Nailing technique

It is the fastening or attaching of images or articles using nails or pinches to make collage. Some tools like hammer and screw driver can be used to insert nails while making wood collage under the nailing technique.



Figure 5.10 Images showing nails and the collage made with the technique of nailing.

5.2.2. Knotting technique

This is the way of tying knots of different things like ropes, papers, cloth and others to make decorative items.



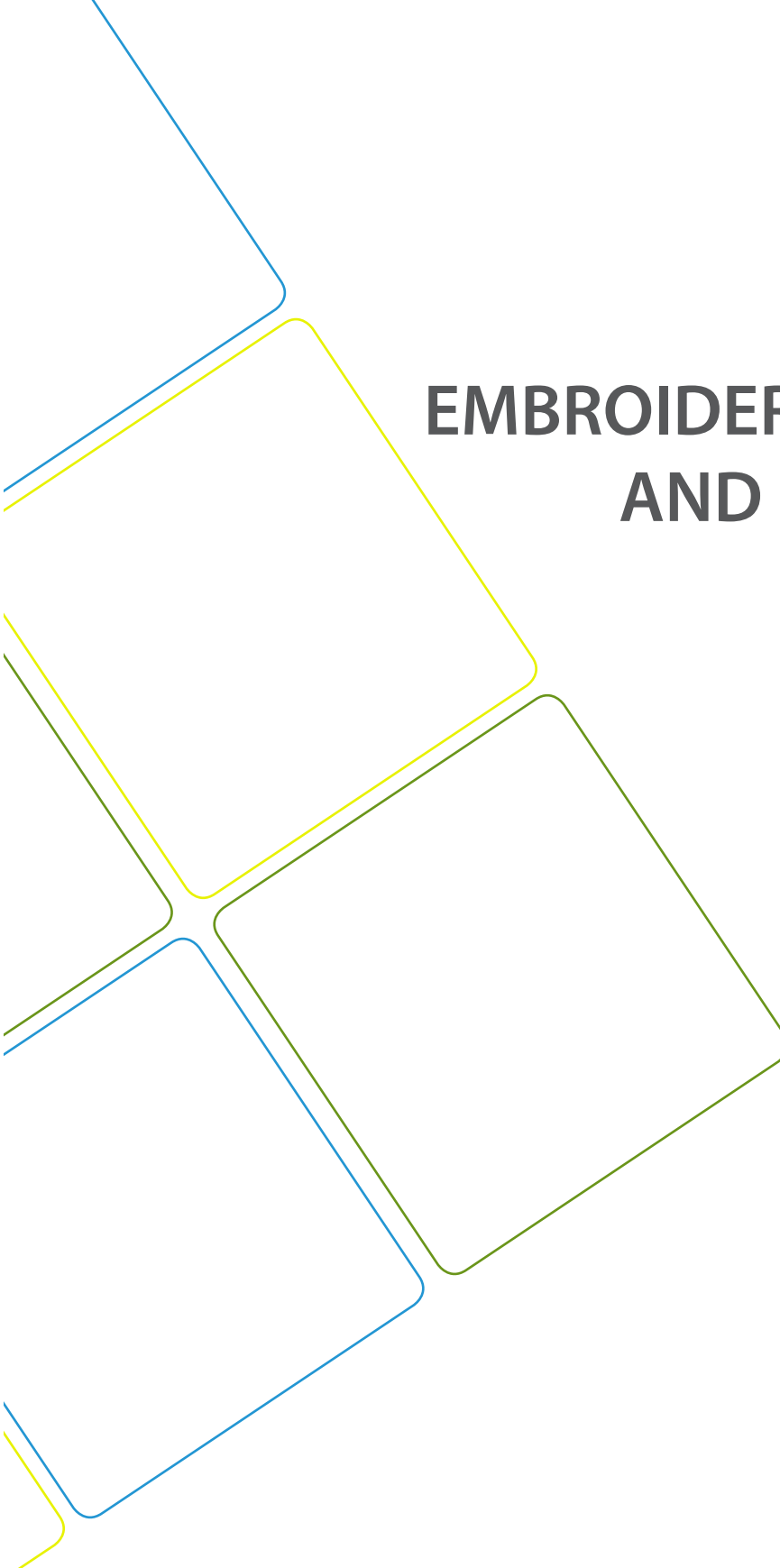
Figure 5.11. Images made from knotting technique.

c) End unit assessment 5.1

1. Explain any four techniques that are used in making collage.
2. Name any five items found in your community that can be recycled to make collage.
3. With the use of pasting technique and all the materials that can be found in your locality, make a collage under the theme "PEACE IN OUR COMMUNITY".

d) Glossary

- **Assemblage:** The use of found objects or three-dimensional objects to create an artwork .
- **Binder:** The "glue" that holds materials together and makes it stick to a surface.
- **Collage:** The arrangements of shapes or images stick to a background.
- **Mosaic:** Images created using small tessera arranged and glued into a design or composition.
- **Pattern:** Design, motif or symbol repeated over and over.
- **Photomontage:** Using cut photographs to create an artwork.
- **Sketch:** Preliminary or rough draft, typically made with pencil, crayon, pen, brush or pastel.
- **Technique:** A way of carrying out a particular task, especially the completing of an artwork.



UNIT 6

EMBROIDERY MOTIFS AND PATTERNS

UNIT SIX: EMBROIDERY MOTIFS AND PATTERNS

a) Key Unit Competence

To be able to create different designs of embroidery on different textiles by manipulating various tools, and technique.

By the end of this unit, you will be able to:

- Identify different embroidery techniques
- Explain the ways and process of making different motifs
- Make different design patterns on cloth or another surface

b) Introductory activity

Use a needle and thread to design a badge of your school on a piece of cloth using a technique of your choice.

6.1. Materials and tools for embroidery

6.1.1. Embroidery

Embroidery is the art of decorating fabric or other materials by stitching designs using thread and needle.

Items that can be made by embroidery technique include : dresses, hand bags, chair covers, bed covers, wall hangings and pillow cases.



Figure 6.1. Images showing some embroidered items

6.2. The things that can be used in embroidery

They include the following;

6.2.1 Fabric

This is where embroidery designs and patterns are sewed. Old clothes can be cheap to use in embroidery if new fabrics cannot be found. Fabrics can be in different colours and therefore can be used according to the designs needed.



Figure 6.2. An image showing plain fabric



Figure 6.3. Image showing embroidery

6.2.2 Embroidery needles

They Are instruments which have sharp points and slightly elongated eyes. They are manufactured in different sizes and are needed for stitching patterns using embroidery threads. The elongated eyes have a space in which the threads are inserted and held while designing patterns in embroidery.

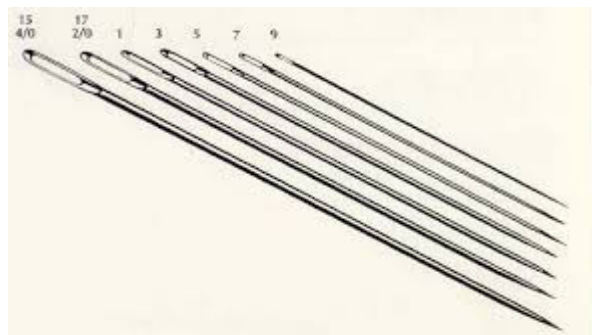


Figure 6.4. An image showing different sizes of needles

6.2.3 Embroidery threads

They are yarns that are manufactured or hand-spun specifically for embroidery and other forms of needlework. They are made in different colours which are needed to stitch attractive patterns on to the fabric. They are needed to stitch patterns on to the fabric.



Figure 6.5. An image showing embroidery thread

6.2.4 Pattern

This is needed as the reference for a beautiful embroidery work. Pattern design can be based on different things found in our environment or community for example flowers, lines, leaves, fruits and many others which can be designed in a repetition form and transferred onto the surface.



Figure 6.6. Images showing embroidery patterns

6.2.5 A pair of scissors

These are needed for cutting fabrics and threads. Scissors are in different sizes and thus the use of them depends on the nature of the design in the artwork.



Figure 6.7. An image showing scissors

6.2.6 Lead pencil

This is needed for transferring the design onto the fabric. They can be used in sketching images or tracing images on the fabric or surface.



Figure 6.8. An image showing lead pencils

6.2.7 Carbon paper

This is needed for tracing the design on to the fabric. It is a lightweight paper coated on one side with a dark waxy pigment. It can be placed between the sheet that has the image to be transferred and blank fabric to receive a copy of what is typed or written on the top sheet. This can be done through tracing using a pencil or pen.



Figure 6.9. An image showing carbon paper

6.2.8 Embroidery hoop

This is used for tightening the fabric to ease stitching and ensure a good design. This equipment is made of two metallic rings one inside and another outside with a screw to tighten the fabric for easy stitching during embroidery.



Figure 6.10. Images showing embroidery hoops

Application activity 6.1

Design a flower that you would like to use in making embroidery for your handkerchief.

6.3. Patterns of embroidery

Pattern of embroidery are the regular repetition of colours, lines, shapes or forms. The design can be done with an inspiration from nature and still life things which can be found in our environment. For example birds, leaves, chairs, flowers, fruits and many others can be the source of inspiration for the design of patterns in embroidery.

6.3.1. The techniques that are used in embroidery design

They include the following:

1. **Stem stitch**

This is used for outlines, filling by stitching rows alongside each other and to make fine straight and curved lines around edges and making veins and stems of plants.

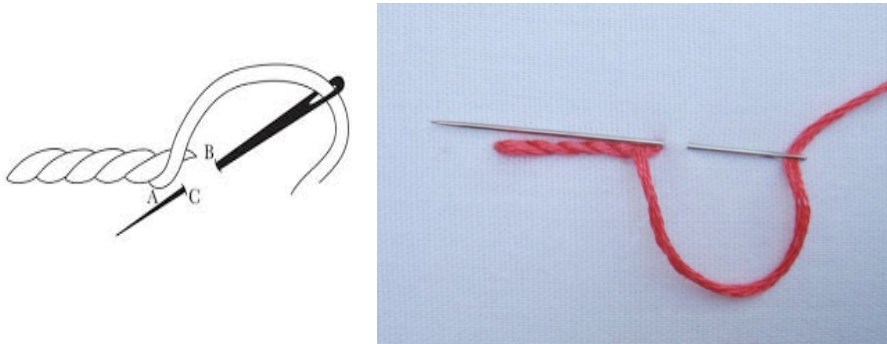


Figure 6.11. Images showing stem stitch technique.



Figure 6.12. Embroidery pattern made using stem stitch technique

2. **Cross stitch**

This stitch is used for borders and filling if worked in adjacent rows for embroidery.

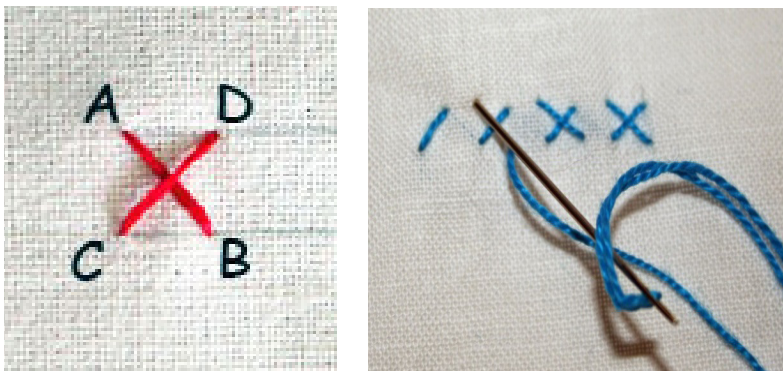


Figure 6.13. Images showing cross stitch technique



Figure 6.14. Embroidery pattern made using cross stitch technique

3. Button hole stitch or blanket stitch

This stitch is used for outlining borders and for thicker lines in embroidery.

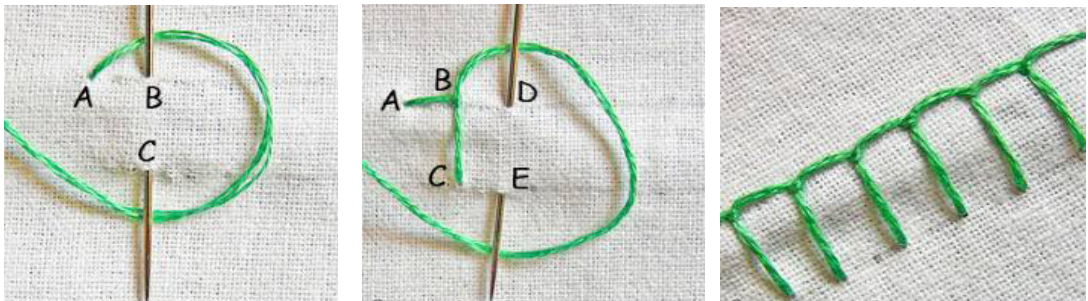


Figure 6.15. Images showing stages of button hole/blanket stitch technique



Figure 6.16. Embroidery pattern made using buttonhole stitch technique

4. Satin stitch

This stitch is used to fill an area with a single colour on the backing and fabric. It is also used when creating monograms as well as filling solid shapes.



Figure 6.17. Images showing steps for satin stitch technique

5. Loop stitch

This stitch is a very simple stitch worked from right to left. Make these stitches close enough to see it looks like a string of pearls.

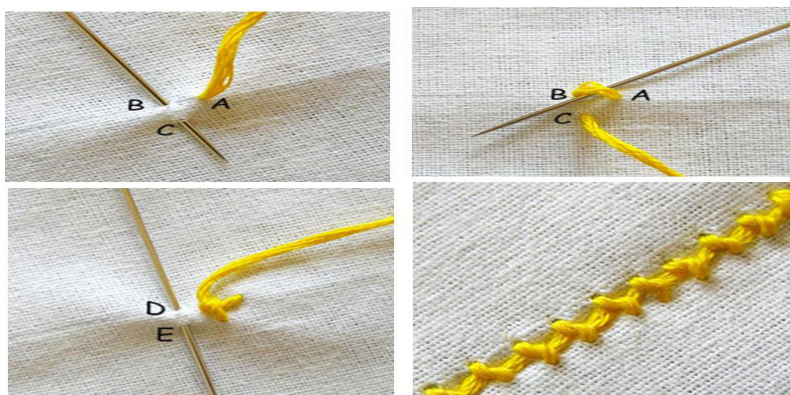


Figure 6.18 Images showing steps for loop stitch techniques



Figure 6.19. Embroidery pattern made using loop stitch technique

c) End unit assessment 6.1

1. Define the term embroidery.
2. Give any five items that can be made using embroidery.
3. Use satin stitch technique to design a cassava leaf on a piece of cloth.

d) Glossary

- **Embroidery stitch:** A stitch made with thread and a threaded sewing needle through fabric or leather.
- **Embroidery needle:** A long needle with an eye large enough for heavy darning or embroidery thread.
- **Backing:** Woven or non-woven material used underneath the fabric being embroidered to provide support and stability.
- **Hoop:** Device made from wood, plastic or steel with which fabric is gripped tightly between an inner ring and an outer ring.
- **Finishing:** Process done after embroidery is complete, including trimming loose threads, cutting or tearing away excess backing, removing facing, cleaning for using.
- **Monogram:** Embroidered design of one or more letters, usually the initials in a name.
- **Thread:** Fine cord of natural or synthetic material made from two or more filaments twisted together and used in stitching.
- **Appliqué:** Decoration or trimming cut from one piece of fabric and stitched to another, usually with a satin stitch, to add dimension and texture.
- **Needle:** The stitch forming device that carries the thread through the fabric so it can be interlocked with a bobbin thread.

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