

INTERNATIONAL TEACHERS TRAINING COLLEGE

3014/1 MS

P1 ART AND CRAFT

PAPER 1

Mock 1

February 2020

MARKING SCHEME

PRIMARY TEACHER EDUCATION

ART AND CRAFT

(Paper 1)

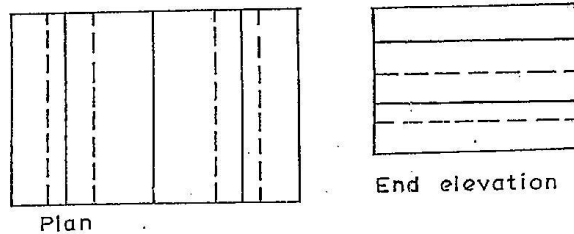
MARKING SCHEME

(CONFIDENTIAL)

This marking scheme consists of 7 printed pages.

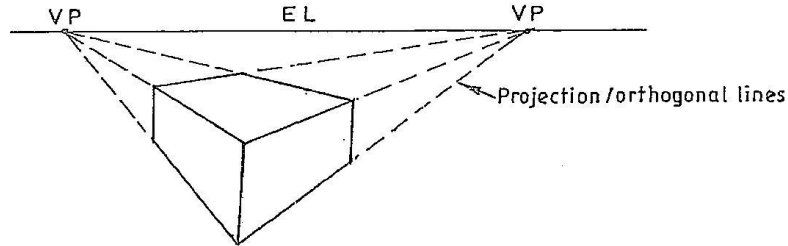
SECTION A (20 marks)

1. (a) **Two most distinct elements in the artwork are:**
Texture and line.
each $\frac{1}{2} \times 2$ mark = 1 mark
- (b) (i) **Technique** is crayon etching. ($\frac{1}{2}$ mark)
- (ii) **One material and one tool that were used in creating the composition:**
- waxy crayons
 - paint-black
 - sharp tool for etching.
- (1 mark)
- (c) **Importance of pre-washing fabric before dyeing:**
- To remove sizings, finishes and invisible stains that may interfere with dye absorption /penetration / spreading into the fabric evenly.
- (1 mark)
- (d) **One major characteristics of the artistic development stage:**
- representational figures using geometric shape;
 - placement of forms using baseline
- (1 mark)
- (e) **Operations carried out in sequence in the process of preparing rough sawn timber are:**
- Face side, face edge, thickness, width.
- Each sequence $\frac{1}{4} \times 4 = 1$ mark
- (f) **Two materials used for making bricks in building construction are:** clay and sand.
Any 2 x $\frac{1}{2}$ mark each = 1 mark
- (g) **Plan and end elevation showing visible and hidden lines;**



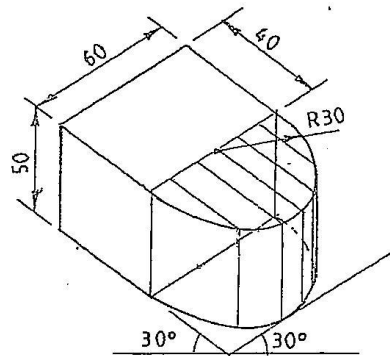
Plan = 1 mark
End elevation = 1 mark
Total = 2 marks

Sketch of a box from a bird's eye-view;



Horizon line (eye level)	1 x 1	=	1 mark
2 vanishing points	@ $\frac{1}{2}$ x 2	=	1 mark
6 orthographic / projection lines	@ $\frac{1}{2}$ x 6	=	3 marks
Total		=	5 marks

3. Construction of the isometric circles indicating three major dimensions;



Isometric	= 2 marks
Dimensions any 3 x 1	= 3 marks
Total	= 5 mark

SECTION B (20 marks)

4. (a) (i) **Two specific objectives for lesson on how to make repeat patterns.**

By the end of the lesson, the learners should be able to:

- Design motif
- Cut out the motifs
- Plan and mark out registration for the motif
- print repeat patterns on fabric.

Any 2 x 1 = 2 marks

(ii) Five steps on how to develop the design in one colour as would be presented to the class.

- Identification of suitable form based on purpose of design
- Sketching the form
- Modify the form into a desired shape
- Refine the shape into a motif and resize accordingly
- Choose colour scheme

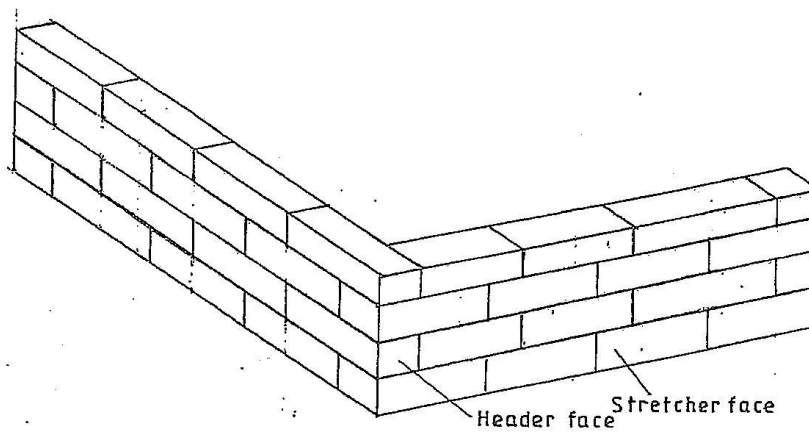
5 x 1 = 5 marks

(b) Three aspects that will be evaluated in the pupil's completed repeat patterns;

- Motif / pattern creativity
- Accuracy / precision of the pattern
- Correct repeat pattern / arrangement

Any 3 x 1 = 3 marks

5. (a) A sketch and labels of a three course stretcher bond half brick wall with stopped ends;



Correct stretcher bond joints = 1 mark
Brick faces (stretcher header) $\frac{1}{2}$ mark each = 1 mark
3 D drawing and staircase pattern (half drop) = 2 marks
Total = 4 marks

(b) The procedure to be followed during class demonstration in building a three course brick wall;

- $\frac{1}{2}$ mark - Set out the profile/mark out the profile with four full bricks on the face side and four on the return angle
- 1 mark - Place the corner (quoin) brick and end brick
- $\frac{1}{2}$ mark - Arrange bricks between the corner brick and end bricks leaving enough spaces / gaps for joints
- $\frac{1}{2}$ mark - Ensure level plumbness and straightness of the brick
- $\frac{1}{2}$ mark - Fill the joints using mortar
- $\frac{1}{2}$ mark - Lay the mortar bed for the 2nd course
- $\frac{1}{2}$ mark - Set out the height of the 2nd course using gauge rod
- 1 mark - Lay corner brick for 2nd course with header face in line with stretcher face of the 1st course and check for plumbness, straightness, level and lay bricks to the end of the two walls.
- 1 mark - Lay the 3rd course similar to the 1st course with the vertical joints directly above the joints in the 1st course

Total = 6 marks

SECTION C (20 MARKS)

6. (a) Creative arts description in relation to learners in primary school;

These are activities that engage a learner's imagination such as art, dance, drama, puppetry and music.

2 marks

Two factors that affect implementation and promotion of creative arts under the following subheadings;

(b) (i) Administrative factors

- School administrators have a negative attitude towards creative arts and regard it as a non-professional area
- Administrators envision creative arts as an expensive subject area in terms of teaching resources
- Shortage of teachers in the subject area.
- There is a misunderstanding of the pedagogy used in creative arts lessons e.g. outdoor lessons / discussions / critique / playing music etc.
- Inadequate facilities for creative arts subject area e.g art rooms, music room etc.
- Inadequate teaching and learning resources such such reference books and equipment.

Any 2 x 2 = 4 marks

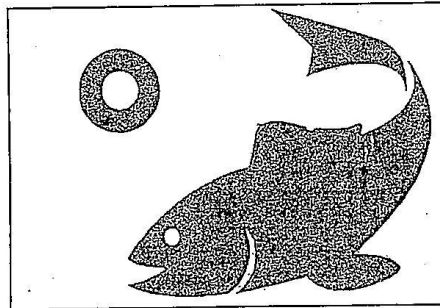
(ii) Cultural factors

- Retrogressive beliefs
- Not culturalized to appreciate creative arts.

Any 2 x 2 = 4 marks

Total = 10 marks

7. (a) Illustration to show the print made using the block.



Motif / design in reverse = 1 mark

Precision = 1 mark

Total = 2 marks

(b) Process of printing in two colours using one block

- **Design** ($\frac{1}{2}$ mark) and sketch out the motif
- Choose elements of the design that will have the first colour / **choose colour scheme**
- **Trace** ($\frac{1}{2}$ mark) around them and transfer the design / motif onto the block backwards / **in reverse** ($\frac{1}{2}$ mark)
- **Cut out** ($\frac{1}{2}$ mark) the first colour using a deep v-tool for gouging around the edges of the design and a u-tool to clear the block background.
- **Apply ink** ($\frac{1}{2}$ mark) onto the block for 1st colour (lighter colour) using a roller ($\frac{1}{2}$ mark)
- Place block **facedown** ($\frac{1}{2}$ mark) onto printing surface and **apply pressure** ($\frac{1}{2}$ mark) by gently tapping the back of the block. Make enough editions of the print.
- **Remove block** ($\frac{1}{2}$ mark), clean up, **carve more** ($\frac{1}{2}$ mark) of the same block away for 2nd colour as earlier marked.
- **Ink up** ($\frac{1}{2}$ mark) the 2nd colour (darker), place the block **face down** ($\frac{1}{2}$ mark) and **press** ($\frac{1}{2}$ mark) apply even pressure to print.
- **Continue inking** ($\frac{1}{2}$ mark) and **printing until completion** ($\frac{1}{2}$ mark)
- Leave to dry. ($\frac{1}{2}$ mark)

Process as highlighted = 8 marks

(a) **Two types of nails for joining two pieces of wood;**

- (i) Round wire nail / french nail (1 mark)
- (ii) Oral wire nail (1 mark)

Suitability of the nails;

- (i) Round wire / french nail suitable due to its shank and flat chequered head,
- (ii) Oral wire nail suitable because the shape ensures it can easily be driven below the wood surface.

Explanation 1 x 2 = 2 marks

(b) (i) **One method of preventing splitting wood near edges while nailing;**

- Blunting the nail by filing on a hard object/surface
- Drilling pilot holes and then nailing.

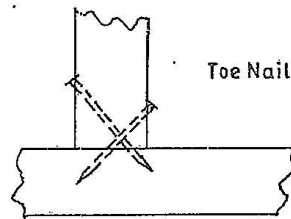
1 mark

(ii) **How nails hold the pieces of wood together;**

- Nails hold the wood pieces together by the friction between the wood pieces and the nail.

(2 marks)

(iii) **Two dimensional sketch to show the toe nailing method of joining wood.**



Vertical beam = 1 mark

Horizontal beam = 1 mark

Two nails / cross = 1 mark

Total = 3 marks