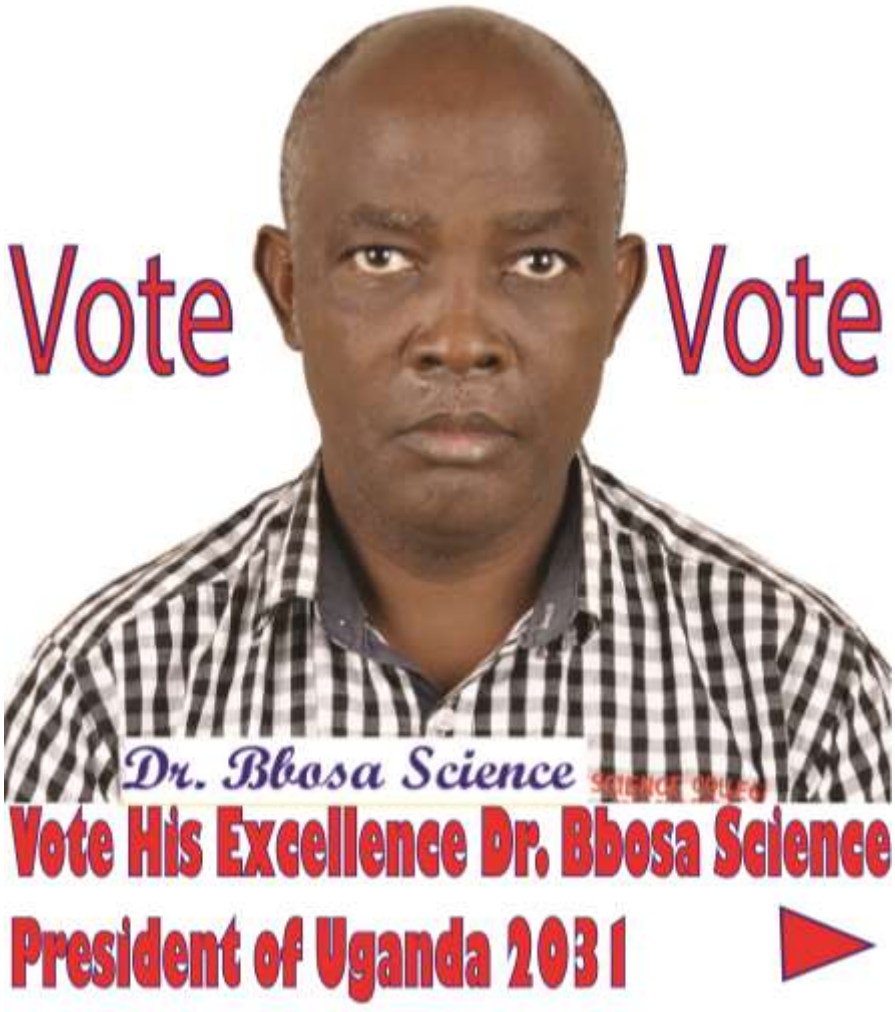
Senior 6 ART AND DESIGN (New curriculum)

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Senior 6

Term 1

THEME 4: HISTORY AND APPRECIATION OF ART II

TOPIC 4.2: APPRECIATION OF THE ITALIAN RENAISSANCE

Competency: The learner analyses Renaissance art by investigating its social, cultural and artistic importance for creating own artistic impressions.



The Italian Renaissance (14th–16th centuries)

The **Italian Renaissance** was a turning point in art history, introducing new concepts and techniques that profoundly influenced art production worldwide. Its emphasis on humanism, classical revival, and scientific inquiry reshaped how artists approached painting, sculpture, and architecture.

Key Concepts of Italian Renaissance Art

- **Humanism** — focus on human dignity, individuality, and naturalism.

  Humanism in the Italian Renaissance emphasized the value of human beings, their dignity, and their capacity for knowledge and creativity. It revived classical antiquity and reshaped art by focusing on realism, anatomy, perspective, and secular themes alongside religious ones.

Concept of Humanism

Humanism was an intellectual movement that looked back to ancient Greek and Roman philosophy, literature, and art.

It emphasized **human potential, rationality, and individuality** rather than purely divine or spiritual concerns.

Artists became seen as **creative geniuses** rather than anonymous craftsmen.

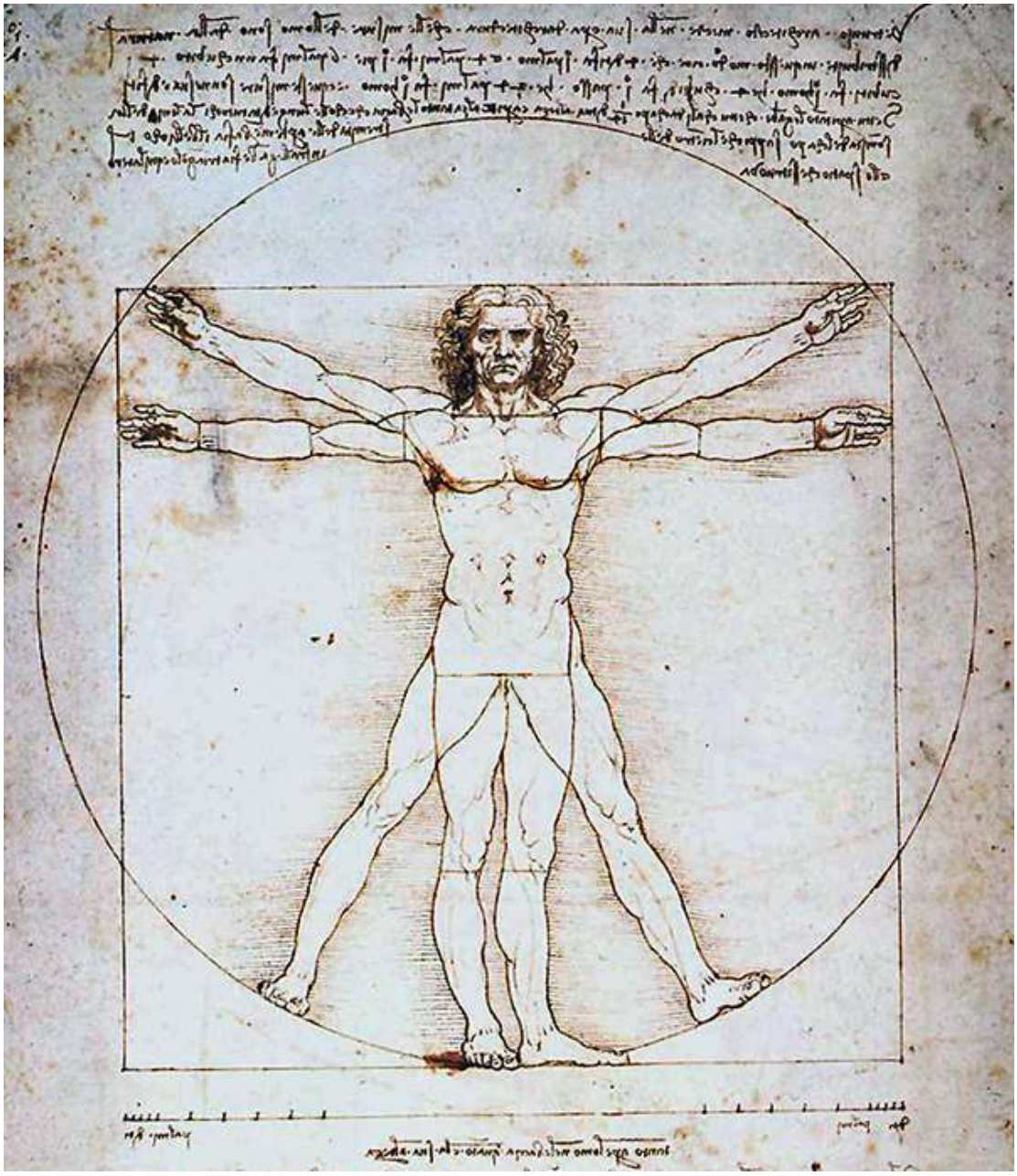
Examples in Italian Renaissance Art

Donatello's David (c. 1440, bronze)



- First free-standing nude male sculpture since antiquity.
- Combines biblical subject with classical contrapposto pose and sensual realism.
- Reflects humanist interest in the human body and classical form.

Leonardo da Vinci's Vitruvian Man (c. 1490)



- A study of human proportions based on Roman architect Vitruvius.
- Shows the harmony between man and nature, blending art and science.

Raphael's School of Athens (1511, fresco)



- Depicts classical philosophers like Plato and Aristotle in a grand architectural setting.
- Celebrates knowledge, rational inquiry, and the unity of classical and Christian thought.

Perugino's Christ Giving the Keys to St. Peter (1481–83, Sistine Chapel)



- Uses classical arches and rational city planning in the background.
- Shows how humanist ideals influenced even religious art.

Impact on Art Production

- **Painting**: Humanism encouraged realism, perspective, and secular themes alongside religious ones.
- **Sculpture**: Artists studied anatomy and classical poses, producing lifelike and expressive figures.
- **Architecture**: Inspired by Roman ruins, architects like Brunelleschi applied symmetry, proportion, and geometry.
- **Education**: Humanist ideals became foundational in art training, influencing Ugandan art education today (focus on proportion, perspective, symbolism).

Classroom Application

Students can:

- Compare **medieval flat figures** with **Renaissance humanist figures** (Donatello's *David* vs. Gothic sculpture).
- Practice **perspective drawing** to understand geometry and realism.
- Discuss how **humanism shifted focus from divine to human potential**.
- Reflect on how Renaissance humanism influences **modern Ugandan art production** in painting, sculpture, and architecture.

❖ **Classical revival** — inspiration from Greek and Roman art, philosophy, and architecture.

The **Classical revival in the Italian Renaissance** refers to the rediscovery and adaptation of ancient Greek and Roman art, architecture, and philosophy. Renaissance artists and thinkers looked back to antiquity for inspiration, blending classical ideals with Christian themes to create a new vision of beauty, proportion, and harmony.

Concept of Classical Revival

Return to antiquity — artists studied Roman ruins, sculptures, and texts to revive classical aesthetics.

Proportion and symmetry — inspired by Vitruvius, architects and painters emphasized mathematical harmony.

Idealized human form — sculptors and painters sought perfection in anatomy and beauty.

Mythological themes — pagan stories were reinterpreted alongside Christian narratives.

Architectural innovation — domes, columns, and arches echoed Roman engineering.

Examples of Classical Revival

Filippo Brunelleschi's Dome of Florence Cathedral (1420–1436)



- Inspired by Roman engineering (Pantheon).
- Used classical symmetry and proportion in a Christian context.

Donatello's David (c. 1440)



- First free-standing nude male sculpture since antiquity.
- Revived classical contrapposto stance and naturalism.

Botticelli's Birth of Venus (1484–1486)



- Mythological subject drawn from Roman poetry.
- Idealized beauty reflects classical ideals of proportion and harmony.

Raphael's School of Athens (1511)



- Celebrates classical philosophers (Plato, Aristotle).
- Uses perspective and monumental architecture inspired by Rome.

Michelangelo's David (1501–1504)



- Combines biblical subject with classical anatomy and heroic scale.
- Symbol of civic pride and human perfection.

Influence on Art Production

- **Painting**: Adopted perspective, anatomy, and mythological themes.
- **Sculpture**: Revived naturalism and contrapposto, influencing figurative art globally.
- **Architecture**: Inspired monumental domes, arches, and symmetry in civic and religious buildings.
- **Education**: Classical ideals became foundational in art training, including Ugandan art curricula (proportion, perspective, symbolism).

Classroom Application

Students can:

- ✓ Compare **medieval Gothic art** with **Renaissance classical revival**.
- ✓ Sketch **classical columns, domes, and contrapposto figures**.
- ✓ Discuss how **mythology and humanism** shaped Renaissance creativity.
- ✓ Reflect on how classical revival influences **modern Ugandan art production** in painting, sculpture, and architecture.

❖ **Perspective** — mathematical systems of linear and atmospheric perspective created depth and realism.

Perspective in the Italian Renaissance was one of the most revolutionary artistic developments, transforming flat medieval images into realistic, three-dimensional spaces. It allowed artists to depict depth, proportion, and spatial relationships with mathematical precision, making artworks more lifelike and intellectually engaging.

Concept of Perspective

Linear perspective — developed by Filippo Brunelleschi (early 15th century), it uses a vanishing point to create depth.



Atmospheric perspective — pioneered by Leonardo da Vinci, it shows distance by fading colors and reducing detail.



- **Foreshortening** — technique of shortening lines to create the illusion of projection or depth.

Foreshortening in the Italian Renaissance was a groundbreaking technique that gave figures and objects the illusion of depth and projection into space. It visually compressed parts of the body or objects that extended toward or away from the viewer, making paintings and frescoes more dynamic and realistic.

Concept of Foreshortening

Illusion of depth — parts closer to the viewer appear larger, while distant parts shrink.

Perspective distortion — shapes are altered to match the angle of view.

Dynamic realism — figures appear to move or project into the viewer's space.

Human anatomy — artists studied the body to depict limbs realistically in foreshortened positions.

Examples in Italian Renaissance Art

Andrea Mantegna's Lamentation over the Dead Christ (c. 1480)



- Christ's body is shown lying down with feet and legs foreshortened toward the viewer.
- Creates a dramatic, emotional impact by emphasizing closeness and realism.

Michelangelo's Sistine Chapel Ceiling (1508–1512)



- Figures twist and project into space, using foreshortening to enhance movement and drama.

Raphael's School of Athens (1511)



- Philosophers and students are arranged with foreshortened limbs and gestures, adding depth to the grand architectural setting.

Influence on Art Production

- **Painting**: Foreshortening made religious and mythological scenes more lifelike and emotionally engaging.
- **Sculpture**: Inspired artists to consider how figures would be viewed from multiple angles.
- **Architecture**: Ceiling frescoes used foreshortening to create illusions of open sky or extended space.
- **Education**: Today, foreshortening is taught as a foundation in drawing and painting, including Ugandan art curricula.

Classroom Application

Students can:

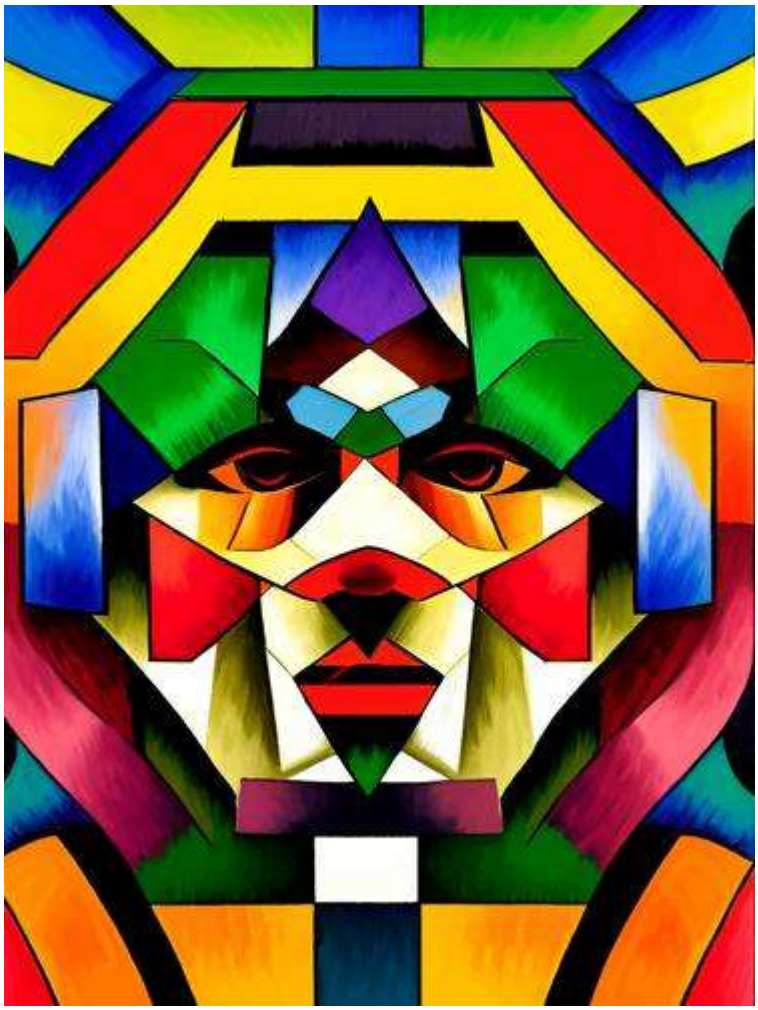
- Sketch a **hand reaching forward** to practice foreshortening.
- Compare **medieval flat figures** with **Renaissance foreshortened figures**.
- Use **grids and perspective lines** to map proportions accurately.
- Reflect on how foreshortening adds **movement and realism** to modern art.

❖ **Geometric proportion** — mathematical harmony applied to architecture and painting.

Geometric proportion in the Italian Renaissance was a central principle that guided painting, sculpture, and architecture. Inspired by ancient Greek and Roman ideals, Renaissance artists believed that mathematical harmony and proportion reflected divine order and human perfection.

Concept of Geometric Proportion

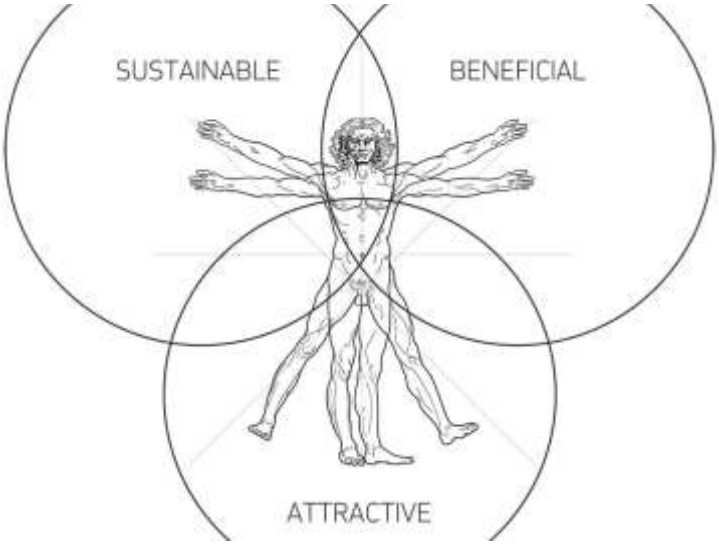
Symmetry — balance between parts of a composition or building.



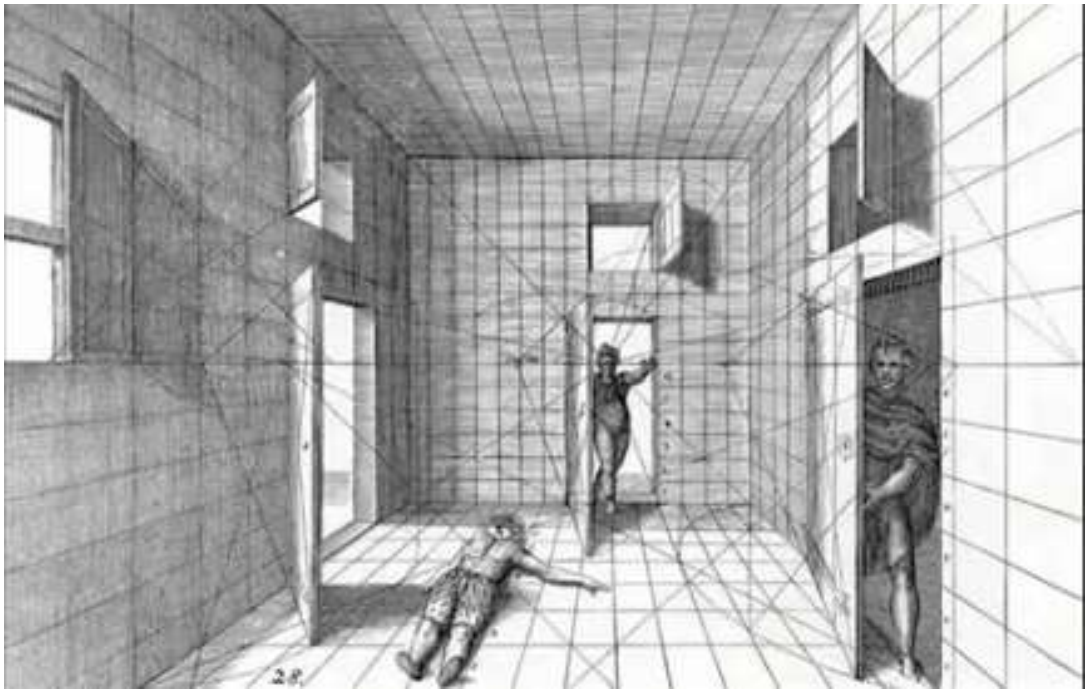
Golden ratio — mathematical ratio used to achieve harmony in art and architecture.



Vitruvian principles — based on Roman architect Vitruvius, emphasizing proportion in human figures and buildings.



Perspective grids — geometric frameworks used to organize space in paintings.

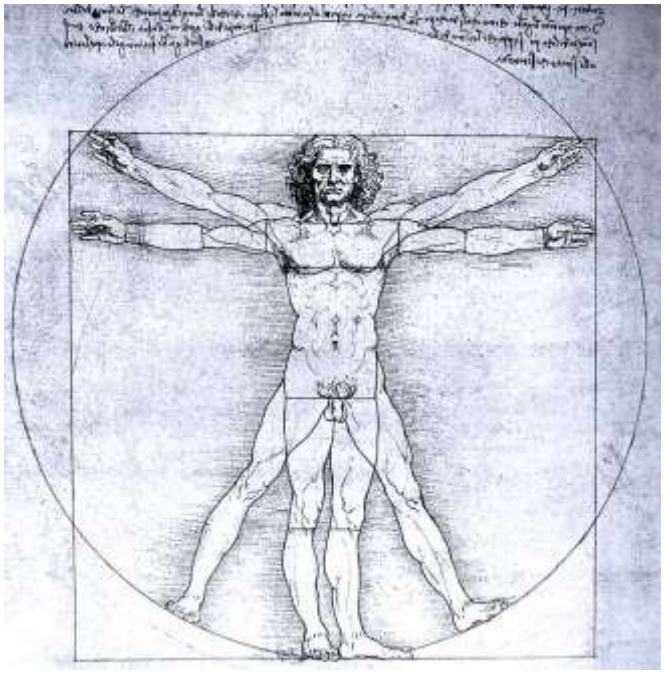


Modular design — repeating units and ratios applied to architecture.



Examples of Geometric Proportion in Italian Renaissance

Leonardo da Vinci's Vitruvian Man (c. 1490)



- Demonstrates human body proportions fitting into a circle and square.
- Symbolizes harmony between man and universe.

Brunelleschi's Dome of Florence Cathedral (1420–1436)



- Designed using geometric ratios for stability and beauty.
- Inspired by Roman Pantheon but innovated with Renaissance engineering.

- **Raphael's School of Athens** (1511)



- Uses perspective grids and geometric balance to organize philosophers in a grand architectural setting.

Michelangelo's David (1501–1504)



- Human anatomy sculpted with precise geometric proportions, symbolizing perfection and civic pride.

Botticelli's Birth of Venus (1484–1486)



- Composition arranged with proportional balance, emphasizing ideal beauty.

Influence on Art Production

- **Painting**: Artists used perspective grids and ratios to create realistic, harmonious compositions.
- **Sculpture**: Proportional anatomy became the standard for figurative art.
- **Architecture**: Buildings emphasized symmetry, modular design, and mathematical harmony.
- **Education**: Geometric proportion remains a foundation in art training, including Ugandan art curricula for drawing, painting, and design.

Classroom Application

Students can:

- Practice drawing figures using **proportional grids**.
- Compare **medieval flat compositions** with **Renaissance balanced ones**.
- Sketch architectural forms (domes, arches) using **symmetry and ratios**.
- Discuss how geometric proportion reflects **order, beauty, and cultural values**.

❖ **Anatomical study** — artists studied the human body to achieve lifelike proportions.

Anatomical study in the Italian Renaissance was a major development that transformed art by making depictions of the human body more realistic, expressive, and scientifically accurate. Artists studied muscles, bones, and proportions to achieve lifelike figures, blending art with science.

Concept of Anatomical Study

Observation of the human body — artists dissected corpses to understand muscles and skeletons.

Scientific drawing — sketches combined artistic skill with medical accuracy.

Proportion systems — mathematical ratios guided body measurements.

Naturalism — figures depicted with lifelike movement and emotion.

Examples of Anatomical Study

Leonardo da Vinci's Anatomical Sketches (c. 1489–1510)



- Detailed studies of muscles, bones, and organs.
- His *Vitruvian Man* shows ideal human proportions within geometric shapes.

Michelangelo's David (1501–1504)



- Marble sculpture with precise anatomy, veins, and musculature.
- Symbolizes human strength and perfection.

Raphael's School of Athens (1511)



- Figures depicted with realistic anatomy and natural poses.
- Shows how anatomical study enhanced group compositions.

Andrea del Verrocchio's Sculptures



- Mentor to Leonardo, emphasized anatomical accuracy in bronze works.

Influence on Art Production

- **Painting**: Artists achieved realism in portraits and religious scenes.
- **Sculpture**: Anatomical precision gave figures lifelike presence.
- **Architecture**: Human proportion influenced design symmetry.
- **Education**: Anatomical study became foundational in art training, influencing Ugandan art curricula in figure drawing and painting.

Classroom Application

Students can:

- Sketch **muscle groups and skeletons** to understand structure.
- Compare **medieval flat figures** with **Renaissance anatomical realism**.

- Practice **proportional drawing** using grids and ratios.
- Reflect on how anatomical study influences **modern Ugandan art production** in painting and sculpture.

❖ **Patronage** — wealthy families like the Medici and the Catholic Church financed art, linking creativity to politics and religion.

Patronage in the Italian Renaissance was one of the most important forces behind the flourishing of art and culture. Wealthy families, religious institutions, and civic authorities financed artists, shaping both the subjects and styles of Renaissance art. Patronage linked creativity to politics, religion, and social prestige, ensuring that art became a reflection of power and identity.

Concept of Patronage

Wealthy families — the Medici in Florence sponsored artists like Michelangelo, Leonardo, and Botticelli.

Religious institutions — the Catholic Church commissioned grand frescoes, altarpieces, and architecture to glorify faith.

Civic patronage — city-states funded public sculptures and buildings to express pride and power.

Guilds and associations — professional groups commissioned works for chapels and public spaces.

Political symbolism — art was used to legitimize authority and celebrate civic achievements.

Examples of Patronage

Medici Family



Botticelli's *Birth of Venus*

- Sponsored Botticelli's *Birth of Venus* and Michelangelo's early works.
- Their patronage made Florence the center of Renaissance creativity.

- **Pope Julius II**





Raphael's Vatican frescoes

- Commissioned Michelangelo's Sistine Chapel ceiling and Raphael's Vatican frescoes.
- Used art to reinforce papal authority.

Florentine Republic



- Commissioned Michelangelo's *David* as a symbol of civic pride and defense of liberty.

Guild of Wool Merchants



Ghiberti's *Bronze Doors of Florence Baptistery*

- Sponsored works like Ghiberti's *Bronze Doors of Florence Baptistery*.

Influence on Art Production

- **Painting**: Patronage determined themes (religious, mythological, civic) and scale of works.
- **Sculpture**: Civic commissions encouraged monumental public art.
- **Architecture**: Wealthy patrons funded cathedrals, palaces, and civic buildings.
- **Education**: Patronage created opportunities for apprenticeships, spreading Renaissance techniques across Europe and influencing Ugandan art curricula today.

Classroom Application

Students can:

- Discuss how **patronage shaped Renaissance creativity**.
- Compare **religious vs. civic commissions** in art.
- Reflect on how **modern Ugandan art production** is influenced by sponsors, institutions, and cultural organizations.
- Create mock projects where they act as "patrons" commissioning classmates to produce artworks.

❖ **Individualism** — artists became celebrated geniuses (Leonardo, Michelangelo, Raphael) rather than anonymous craftsmen.

Individualism in the Italian Renaissance marked a dramatic shift in how artists were perceived and how art was created. Unlike the medieval period, where artists were often anonymous craftsmen serving collective religious purposes, Renaissance artists became celebrated geniuses whose personal style, creativity, and intellectual contributions defined their work.

Concept of Individualism

Artist **as genius** — artists were recognized for their unique talent and innovation.

Personal style — each artist developed a distinct approach (Leonardo's scientific realism, Michelangelo's monumental anatomy, Raphael's harmony).

Signature works — artworks became associated with individual names, not anonymous workshops.

Intellectual freedom — artists explored secular themes, mythological subjects, and scientific studies alongside religious art.

Self-expression — art reflected the artist's worldview, emotions, and philosophy.

Examples of Individualism

Leonardo da Vinci



Mona Lisa

- His *Mona Lisa* and *Vitruvian Man* show scientific curiosity and mastery of sfumato.
- Embodied the "Renaissance man" ideal — painter, scientist, inventor.

Michelangelo



David and Sistine Chapel ceiling

- His *David* and Sistine Chapel ceiling reveal monumental anatomy and dramatic emotion.
- Asserted his independence by refusing to follow traditional workshop methods.

Raphael



School of Athens

- His *School of Athens* demonstrates harmony and clarity, reflecting his intellectual vision.
- Known for blending classical ideals with his own balanced style.

Donatello



- His bronze *David* revived classical contrapposto and sensual realism.
- Pioneered expressive individuality in sculpture.

Influence on Art Production

- **Painting**: Artists introduced personal techniques (sfumato, chiaroscuro, perspective) that became hallmarks of their identity.
- **Sculpture**: Individual mastery of anatomy and emotion elevated sculpture to high art.
- **Architecture**: Architects like Brunelleschi applied personal innovation in engineering and design.
- **Education**: Ugandan art curricula emphasize individuality in creative expression, encouraging students to develop unique styles while learning Renaissance foundations.

Classroom Application

Students can:

- Compare **anonymous medieval art** with **signed Renaissance masterpieces**.
- Study how **Leonardo, Michelangelo, Raphael, and Donatello** expressed individuality.
- Create artworks that reflect their **personal style and worldview**.
- Discuss how individualism influences **modern Ugandan art production** in painting, sculpture, and design.

Exercise 1

Discuss:

(i) the development of humanism and classicism by selected artists of the Renaissance art period (e.g. Leonardo, Michelangelo, Raphael) and describe how their style could be applied in a variety of areas of personal and professional life.

(ii) the artworks of selected Renaissance artists (e.g. Leonardo da Vinci, Donatello, Michelangelo, Phillip Brunelleschi) and their influence on Ugandan art, with regard to painting, sculpture and architecture.

(iii) Interpret a variety of Renaissance artworks to identify and describe their purpose and style, materials used, and the meanings the works convey. Do a write up.

THEME 1: DRAWING AND PAINTING II

TOPIC 1.9: THE MATERIAL ENVIRONMENT

Competency: The learner creates compositions using creative skills, a variety of materials and processes to develop various ideas for art making.



Materials for drawing and painting

- **Natural materials** — clay, charcoal, leaves, soil pigments, and plant dyes offer organic textures and tones.
- **Man-made materials** — acrylics, inks, plastics, and metallic powders expand possibilities for modern art.
- **Recycled materials** — paper waste, metal scraps, and fabric remnants promote sustainability and innovation.
- **Mixed media** — combining natural and synthetic materials creates new visual effects and tactile experiences.

How to create new forms and shapes needed for industrial production using our material environment?

This question encourages learners to:

- **Investigate local resources** — identify materials available in their surroundings (e.g., banana fiber, clay, papyrus).
- **Experiment with transformation** — explore how materials can be processed (molding, weaving, casting) to form new shapes.
- **Apply design thinking** — use creativity and problem-solving to design functional and aesthetic products.
- **Integrate sustainability** — ensure materials and processes minimize waste and environmental impact.

Industrial Production Connection

Material Source	Art Application	Industrial Potential
Clay & soil	Pottery, sculpture	Ceramic tiles, sanitary ware
Fibers & textiles	Weaving, collage	Fabric design, upholstery
Metal scraps	Assemblage art	Machine parts, decorative panels
Recycled plastics	Mixed media painting	Packaging, furniture design

Classroom Application

Students can:

(i) Collect materials from their environment.

(ii) Experiment with **form creation** through molding, weaving, or assembling.

(iii) Discuss how their designs could be adapted for **industrial use**.

(iv) Reflect on how art contributes to **innovation and sustainability** in production.

Exercise 2

(i) Learners experiment with color, drawing and painting tools and implement a multimedia approach suitable for development into still-life compositions.

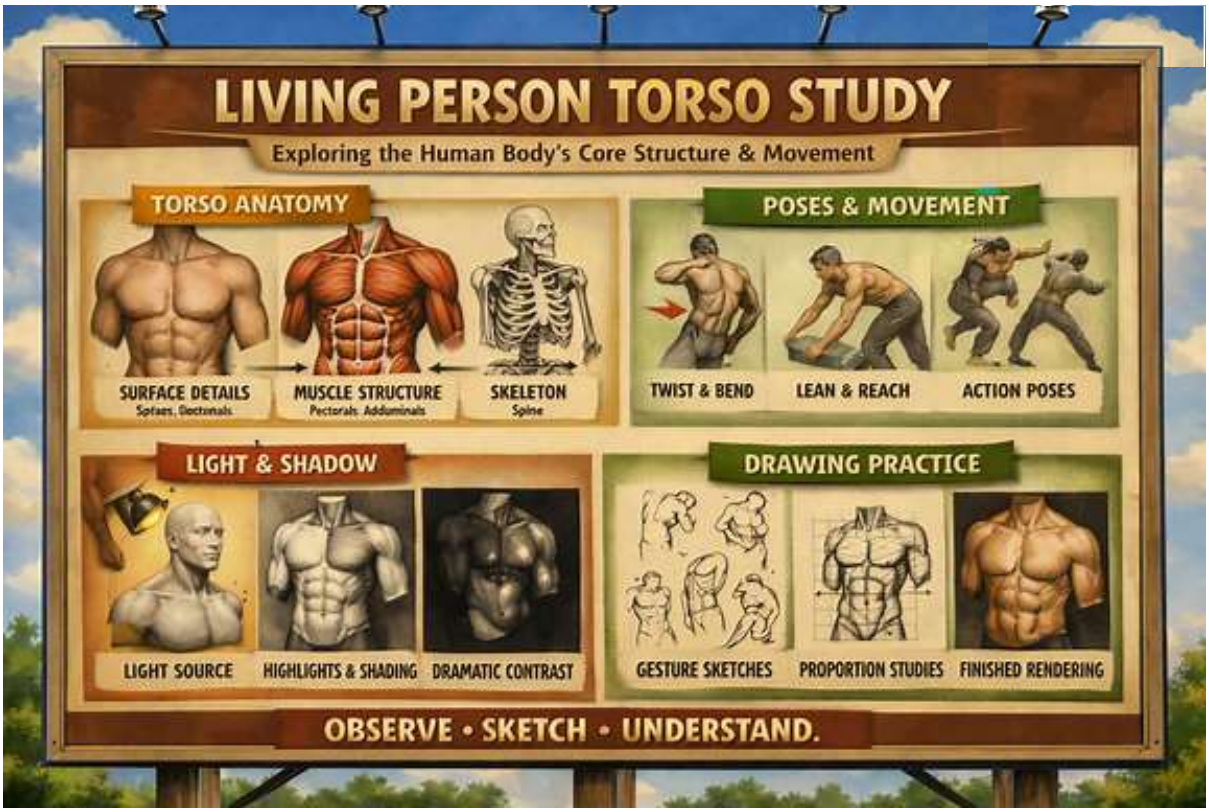
(ii) Make drawings of selected objects extending into an image using line, tone and color to render the surface texture and form of objects.

(iii) Use a viewfinder to enlarge and create a new composition from the previous artwork and render in wet or dry media. iv)Choose the best option to employ perspective devices and overlapping.

THEME 1: DRAWING AND PAINTING II

TOPIC 1.10: LIVING PERSON (TORSO)

Competency: The learner develops artistic impressions of the human torso using various materials and tools to communicate human body formations.

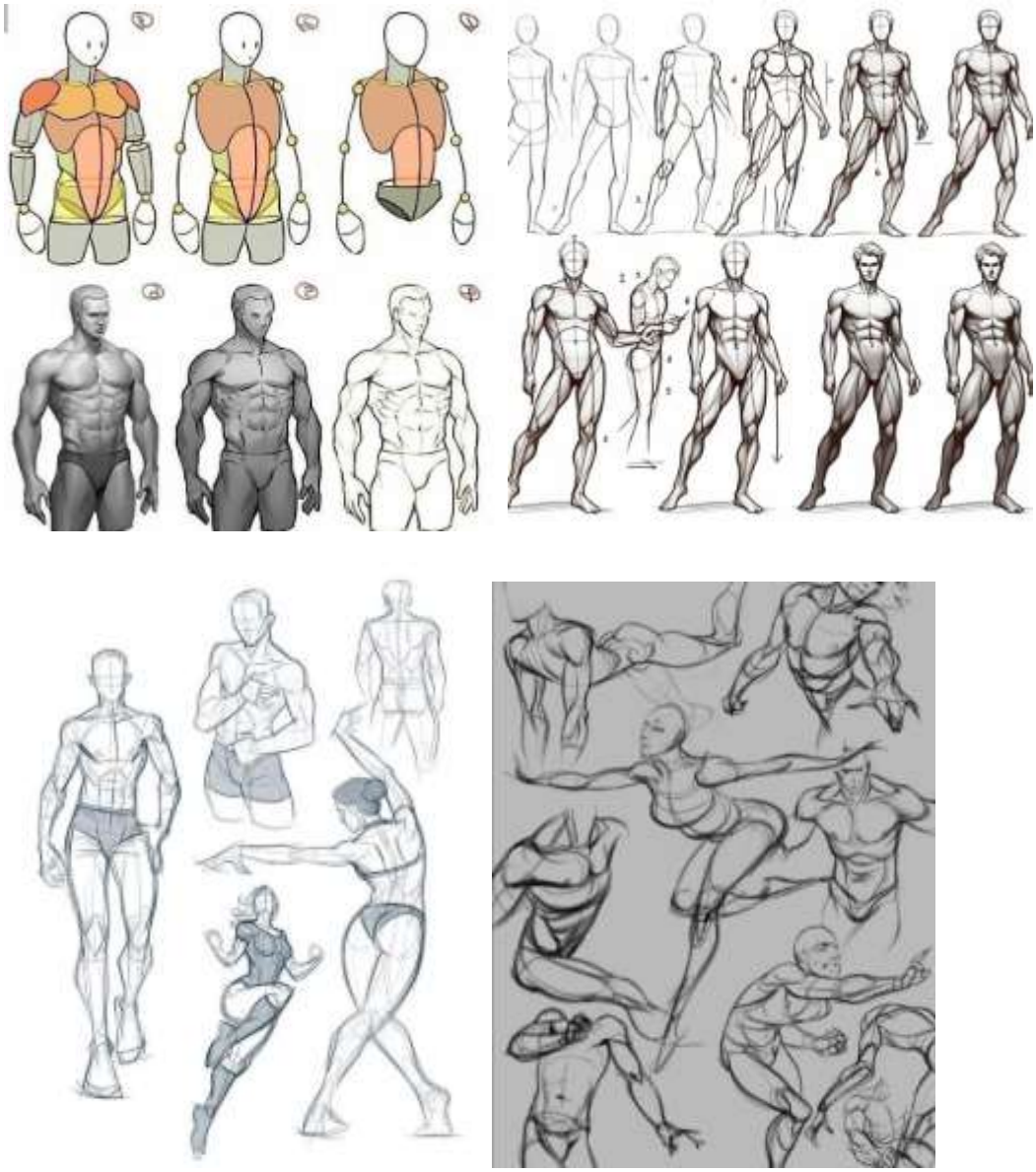


Human figure

Observing the **human figure**, especially the **torso**, is fundamental to understanding balance, proportion, and expression in art. The torso forms the **core structure** of the body, connecting the head, limbs, and pelvis — and its study helps artists capture movement, posture, and anatomy accurately.

Structure of the Torso

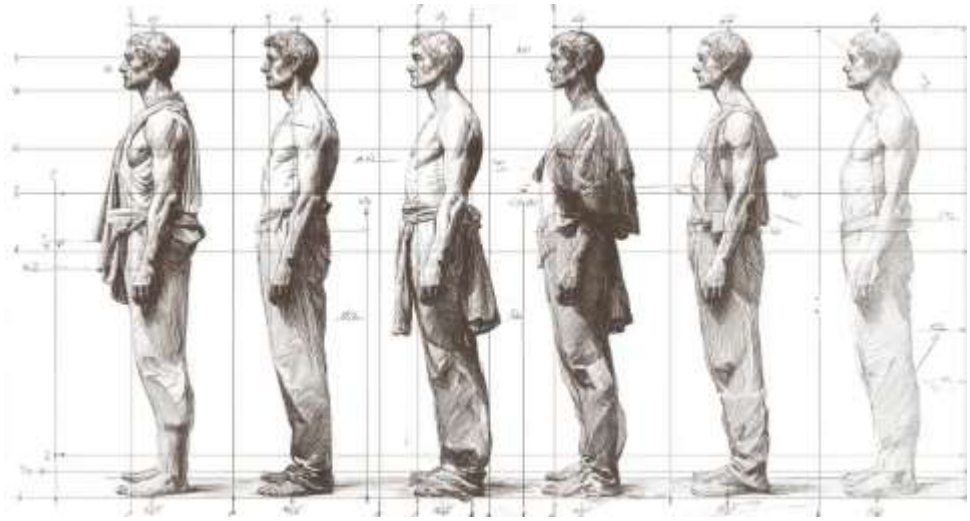
- **Skeletal framework** — composed of the spine, ribcage, and pelvis, providing stability and flexibility.



- **Muscular system** — includes pectorals, abdominals, and latissimus dorsi, defining contour and volume.



- **Proportional relationships** — the torso is roughly three head-lengths tall; shoulders are about two head-widths wide.



- **Axis and balance** — the torso tilts and twists along the spine, creating dynamic poses.



Tonal Effects

- **Light and shadow** — highlights define raised areas (chest, shoulders), while shadows emphasize depth (under ribs, abdomen).
- **Gradation** — smooth transitions between tones create realism and volume.
- **Contrast** — strong tonal differences enhance drama and form.
- **Texture** — subtle shading reveals skin, muscle tension, and anatomical detail.

Proportions of the Torso

Feature	Approximate Measurement	Artistic Note
Shoulder width	≈ 2 head widths	Defines strength and posture
Chest to waist	≈ 1.5 head lengths	Indicates gender and body type
Ribcage to pelvis	≈ 1 head length	Controls balance and movement
Spine curve	S-shaped	Adds rhythm and natural flow

Classroom Observation Activity

Students can:

- Observe a **living model** or anatomical chart.
- Sketch the **torso structure** using simple geometric forms (oval for ribcage, trapezoid for pelvis).
- Apply **tonal shading** to show light direction and depth.
- Measure **proportions** using the head as a unit of scale.
- Discuss how tone and proportion express **movement and emotion**.

Exercise 3

(i) develop drawings or paintings, studying the human torso in different postures (front, back and sides, body twists and its effects on the structure) using a model.

(ii) study the light effects on the human torso (tonal variations) and develop it into a complete representation of the human figure using dry or wet media.

(iii) draw the human face in addition to the facial expressions.

THEME1: DRAWING AND PAINTING II

TOPIC 1.11: DRAWING AND PAINTING IMAGINATIVE FIGURATIVE COMPOSITIONS

Competency: The learner creates figurative imaginative compositions based on the human figure to communicate messages and ideas.



Color and its aspects in painting compositions

Understanding **color and its aspects in painting compositions** is essential for creating mood, harmony, and visual impact. Color is not just decorative — it communicates emotion, depth, and meaning in every artwork.

Core Aspects of Color

- **Hue** — the name of a color (red, blue, yellow). It defines the identity of the pigment.

  In **drawing and painting imaginative figurative compositions**, **hue** plays a vital role in expressing creativity, emotion, and storytelling. It refers to the **pure identity of a color** — such as red, blue, yellow, or green — and becomes a powerful tool for artists to evoke mood and symbolism within imaginative scenes.

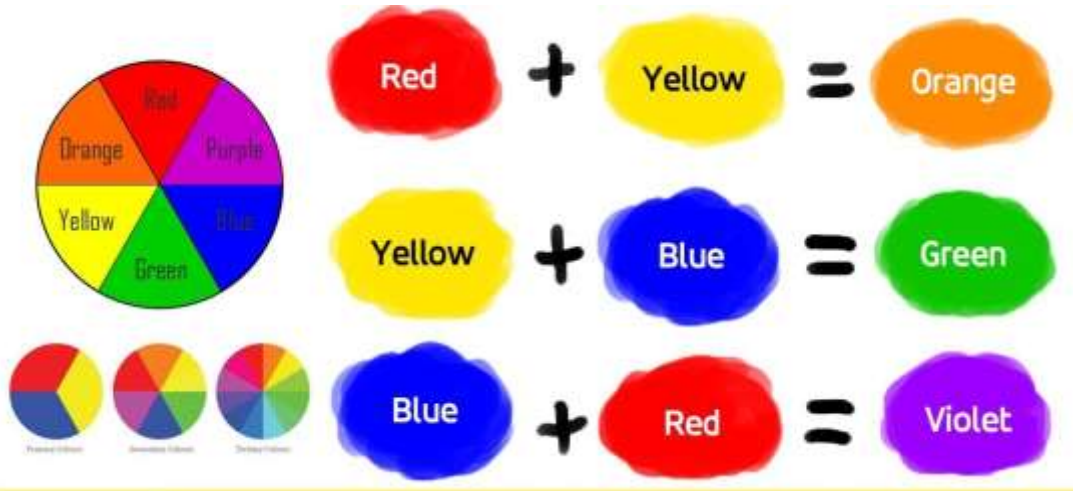
  #### Understanding Hue

  Definition of hue — the basic name of a color without tint (white added) or shade (black added).

  Primary hues — red, blue, and yellow; the foundation for all other colors.

  Secondary hues — orange, green, and violet; created by mixing primaries.

  Tertiary hues — blends like red-orange or blue-green; add richness and variety.



Hue in Imaginative Figurative Compositions

Mood creation — warm hues (reds, oranges) convey energy and passion; cool hues (blues, greens) evoke calm or mystery.

Symbolism — hues can represent ideas (gold for divinity, purple for fantasy, green for nature).

Contrast and harmony — combining complementary hues (blue–orange, red–green) enhances drama and visual interest.

Character and setting — imaginative figures and environments gain personality through hue choices.

Example Applications

Art Element	Hue Use	Effect
Fantasy figure	Violet and gold	Suggests royalty and magic
Dream landscape	Blue and turquoise	Creates calm, surreal atmosphere
Action scene	Red and orange	Adds intensity and movement
Mystical night	Deep indigo and silver	Evokes mystery and depth

Classroom Practice

Students can:

- Create a **color wheel** to understand hue relationships.
- Paint an imaginative composition using **contrasting hues** for emphasis.
- Experiment with **hue variation** to express emotion and narrative.
- Discuss how hue choices affect **visual storytelling** and composition balance.

❖ **Value** — lightness or darkness of a color; helps create depth and form.

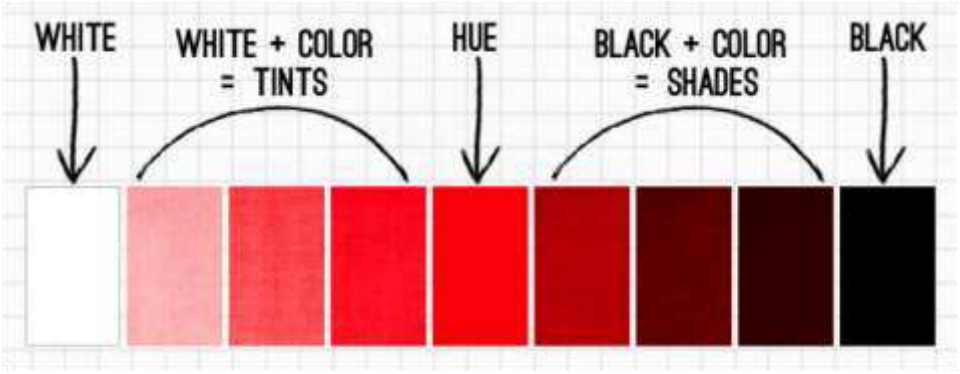
In **drawing and painting imaginative figurative compositions**, **value** is one of the most powerful tools for creating depth, mood, and emphasis. Value refers to the **lightness or darkness of a color or tone**, and it helps artists shape figures, define space, and guide the viewer's eye through a composition.

Understanding Value

Definition of value — the relative degree of light or dark in a color.

Tints — lighter values created by adding white.

Shades — darker values created by adding black.



Mid-tones — values between light and dark that unify compositions.



Contrast — strong differences in value create drama and focus.



Value in Imaginative Figurative Compositions

- **Depth and dimension** — value creates the illusion of three-dimensional space.
- **Mood and atmosphere** — dark values suggest mystery or tension; light values evoke openness and calm.
- **Focus and emphasis** — high contrast highlights focal points, such as a central figure.
- **Narrative expression** — value variations can symbolize conflict, harmony, or transformation in imaginative scenes.

Example Applications

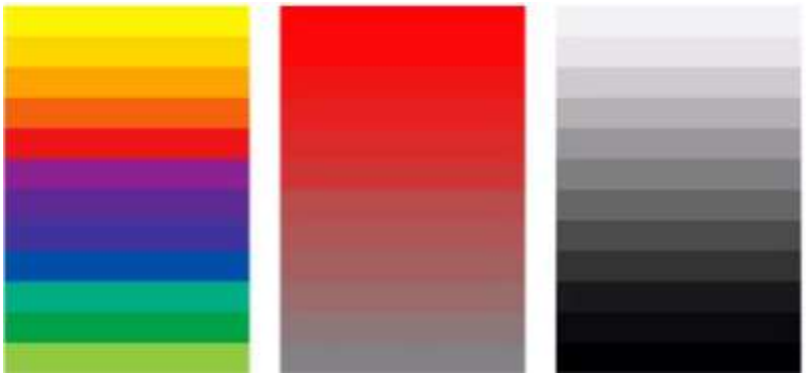
Art Element	Value Use	Effect
Fantasy figure	Strong highlights on face	Draws attention to character's identity
Dream landscape	Gradation from light sky to dark ground	Creates depth and surreal atmosphere
Action scene	Sharp contrasts between hero and background	Enhances drama and movement
Mystical night	Dominant dark values with glowing highlights	Suggests mystery and magic

Classroom Practice

Students can:

- Create a **value scale** from white to black to understand tonal range.
- Sketch imaginative figures using **light, mid, and dark values**.
- Paint a composition where **contrast directs focus** to the main subject.
- Discuss how value choices affect **storytelling and emotional impact**.

❖ **Saturation** — intensity or purity; bright colors attract attention, muted tones create calmness.



Hue Saturation value

In **drawing and painting imaginative figurative compositions**, **saturation** is a key aspect of color that influences intensity, emotion, and visual impact. Saturation refers to the **purity or vividness of a hue** — whether it appears bright and powerful or muted and subdued.

Understanding Saturation

High saturation — colors are vivid, bold, and eye-catching; they energize compositions.

Low saturation — colors are muted, soft, or greyed; they create subtlety and calmness.

Neutral tones — desaturated hues balance strong colors and add realism.

Contrast in saturation — combining vivid and muted colors enhances drama and focus.

Saturation in Imaginative Figurative Compositions

- **Mood creation** — bright saturation conveys fantasy, magic, or excitement; muted tones suggest mystery or melancholy.
- **Character design** — heroes may be painted with vivid colors, while villains or mystical beings use desaturated palettes.
- **Setting atmosphere** — surreal landscapes often use high saturation, while dreamlike or spiritual scenes lean toward muted tones.
- **Symbolism** — saturation levels can symbolize vitality, decay, or transcendence.

Example Applications

Art Element	Saturation Use	Effect
Fantasy figure	Bright red cloak	Suggests power and energy
Dream landscape	Muted blues and greys	Creates calm, ethereal mood
Action scene	High saturation flames	Adds intensity and urgency
Mystical night	Low saturation purples	Evokes mystery and depth

Classroom Practice

Students can:

- Create a **saturation scale** by gradually muting a color with grey.
- Paint imaginative figures using **high saturation for focal points**.
- Experiment with **low saturation backgrounds** to enhance contrast.
- Discuss how saturation affects **storytelling and emotional impact** in compositions.

- **Temperature** — warm colors (reds, yellows) evoke energy; cool colors (blues, greens) suggest calmness and distance.

In **drawing and painting compositions**, **color temperature** is a crucial aspect that influences mood, depth, and emotional impact. Temperature refers to how colors are perceived as **warm** or **cool**, and artists use this contrast to create balance, tension, or atmosphere in their imaginative figurative works.



Warm Version



Cool Version



Warm whites



Cool whites

Understanding Color Temperature

Warm colors — reds, oranges, yellows; associated with energy, passion, and closeness.

Cool colors — blues, greens, violets; linked to calmness, distance, and mystery.

Neutral colors — browns, greys, blacks, whites; balance warm and cool tones.

Temperature contrast — combining warm and cool colors creates visual interest and depth.

Temperature in Compositions

- **Mood creation** — warm tones evoke excitement or danger; cool tones suggest serenity or melancholy.
- **Spatial depth** — warm colors advance toward the viewer, cool colors recede into the background.
- **Narrative emphasis** — temperature choices highlight characters, settings, or symbolic meaning.
- **Balance and harmony** — blending warm and cool tones ensures compositions feel complete and dynamic.

Example Applications

Art Element	Temperature Use	Effect
Fantasy figure	Warm reds and golds	Suggests power and vitality
Dream landscape	Cool blues and greens	Creates calm, surreal atmosphere
Action scene	Warm flames vs. cool shadows	Enhances drama and tension
Mystical night	Cool indigo with warm highlights	Evokes mystery and balance

Classroom Practice

Students can:

- Paint a **split composition** — one side warm, the other cool — to compare effects.
- Experiment with **temperature contrast** in imaginative figures (e.g., fiery hero vs. icy villain).
- Use **temperature gradation** to create depth in landscapes.
- Discuss how temperature choices affect **storytelling and emotional tone**.

- **Harmony and contrast** — balancing colors to achieve unity or tension in a composition.

Harmony in drawing and painting refers to the way visual elements are combined to create a sense of unity, balance, and pleasing order in a composition. It ensures that colors, shapes, lines, and textures work together rather than competing, making the artwork feel complete and coherent.





Aspects of Harmony

Color harmony — using analogous colors or balanced palettes to unify the mood.

Shape harmony — repeating or echoing forms to create rhythm and consistency.

Line harmony — flowing lines that guide the eye smoothly across the composition.

Texture harmony — consistent surface treatment (e.g., soft brushstrokes throughout).

Conceptual harmony — aligning subject matter and style so the theme feels unified.

Examples in Practice

- A **landscape painting** using soft blues and greens creates color harmony and calmness.
- A **figurative composition** where repeated circular shapes unify figures and background.
- An **abstract painting** with consistent textures and flowing lines that tie diverse elements together.

Harmony vs. Contrast

Principle	Effect	Example
Harmony	Creates unity and calm	Analogous colors in a dreamlike scene
Contrast	Adds drama and focus	Bright red figure against muted background

Classroom Practice

Students can:

- Create a **color wheel exercise** focusing on analogous harmony.
- Paint a composition using **repeated shapes** for visual rhythm.
- Experiment with **line harmony** by guiding the viewer's eye across the page.
- Discuss how harmony makes a composition feel **balanced and complete**.

Color Schemes in Painting

Scheme	Description	Example Use
Complementary	Opposite hues on the color wheel (red–green, blue–orange).	Creates strong contrast and vibrancy.
Analogous	Neighbouring hues (blue–blue-green–green).	Produces harmony and smooth transitions.
Triadic	Three evenly spaced hues (red–yellow–blue).	Balanced and lively compositions.
Monochromatic	Variations of one hue using tints and shades.	Subtle, unified mood.

Color in Composition



- **Focal point creation** — bright or contrasting colors draw the viewer's eye.
- **Spatial depth** — warm colors advance, cool colors recede.
- **Emotional tone** — color choices express feelings (blue for calm, red for passion).
- **Symbolism** — colors carry cultural meanings (white for purity, green for growth).

Classroom Demonstration

Students can:

- Mix primary colors to create secondary and tertiary hues.
- Paint a simple composition using **complementary contrasts**.
- Experiment with **warm and cool color balance**.
- Discuss how color affects **mood and focus** in their artwork.

Exercise 4

(i) generate sketches/plans for the creation of drawings or paintings based on human activities in a composition (e.g. at the market, a heated discussion, newspaper vending).

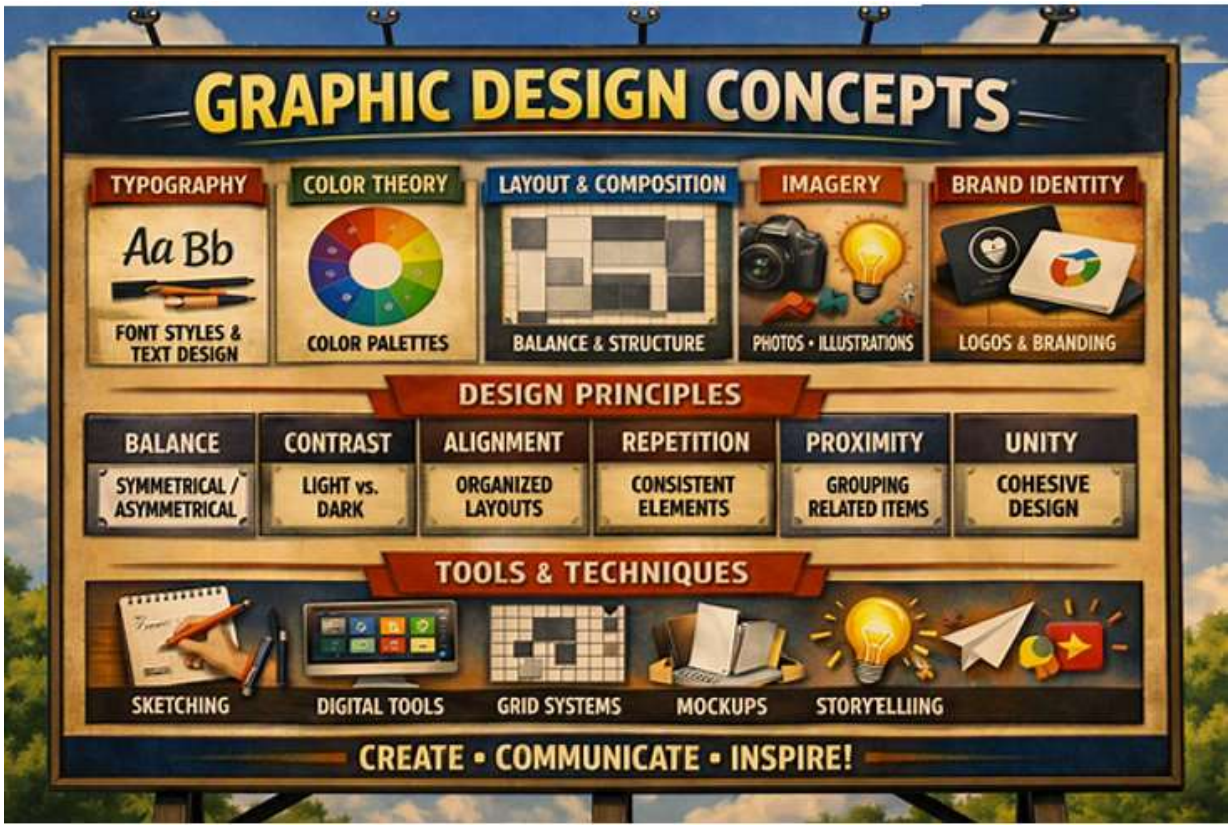
(ii) use brainstorming and reflection to filter the sketches in order to select the ideas for finished drawings or paintings.

(iii) Individually, the learner makes drawings or paintings expressing and communicating through color, depicting the human activities in a composition (e.g. at the market, a heated discussion, newspaper vending).

THEME 2: GRAPHIC DESIGN II (CRAFT A)

TOPIC 2.5: ADVERTISING DESIGN

Competency: The learner creates graphic design concepts using materials and tools suitable for commercial communication.



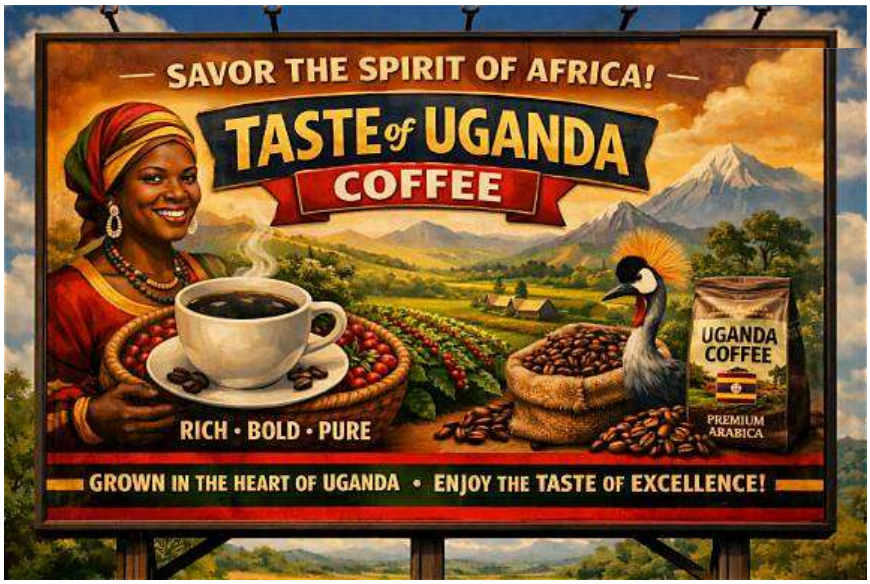
Vocabulary of terms, concepts and techniques relating to advertising design.

Advertising design combines creativity, psychology, and visual communication to persuade audiences and promote products or ideas. Understanding its **vocabulary of terms, concepts, and techniques** helps artists and designers craft effective, memorable campaigns.

Key Terms in Advertising Design

- **Target audience** — the specific group of people an advertisement is meant to reach.
- **Brand identity** — the visual and emotional personality of a company or product.
- **Slogan** — a short, catchy phrase that communicates the brand message such as “for real men!”.
- **Logo** — a symbol or mark representing a brand.
- **Visual hierarchy** — arranging elements so the viewer’s eye moves naturally from most to least important.
- **Call to action (CTA)** — a prompt encouraging the audience to act (e.g., “Buy now,” “Visit today”).
- **Composition** — the arrangement of text, images, and space for balance and clarity.
- **Typography** — the style and arrangement of text to convey tone and readability.

Example



Concepts in Advertising Design

- **Persuasion** — using emotional appeal, logic, or credibility to influence behavior.
- **Creativity** — developing original ideas that stand out and connect with audiences.
- **Message clarity** — ensuring the viewer quickly understands the purpose of the ad.
- **Brand consistency** — maintaining uniform colors, fonts, and tone across all materials.
- **Cultural relevance** — designing messages that resonate with local values and traditions.

Techniques in Advertising Design

Technique	Description	Example Use
Contrast	Using light vs. dark or bold vs. subtle elements to attract attention	Bright product against muted background
Repetition	Reinforcing brand identity through recurring visuals	Logo on every poster
Balance	Distributing visual weight evenly	Symmetrical layout for stability
Color psychology	Using color to evoke emotion	Red for excitement, blue for trust
Imagery	Selecting visuals that tell a story	Smiling faces to convey happiness
Minimalism	Simplifying design for clarity	Clean layout with few elements

Classroom Application

Students can:

- Analyze local advertisements for **design vocabulary** and techniques.
- Create a poster using **contrast, typography, and color harmony**.
- Discuss how **target audience and message clarity** affect design success.
- Reflect on how advertising design influences **consumer behavior and culture**.

Exercise 5

(i) experiment with visual images used in commercial and visual displays.

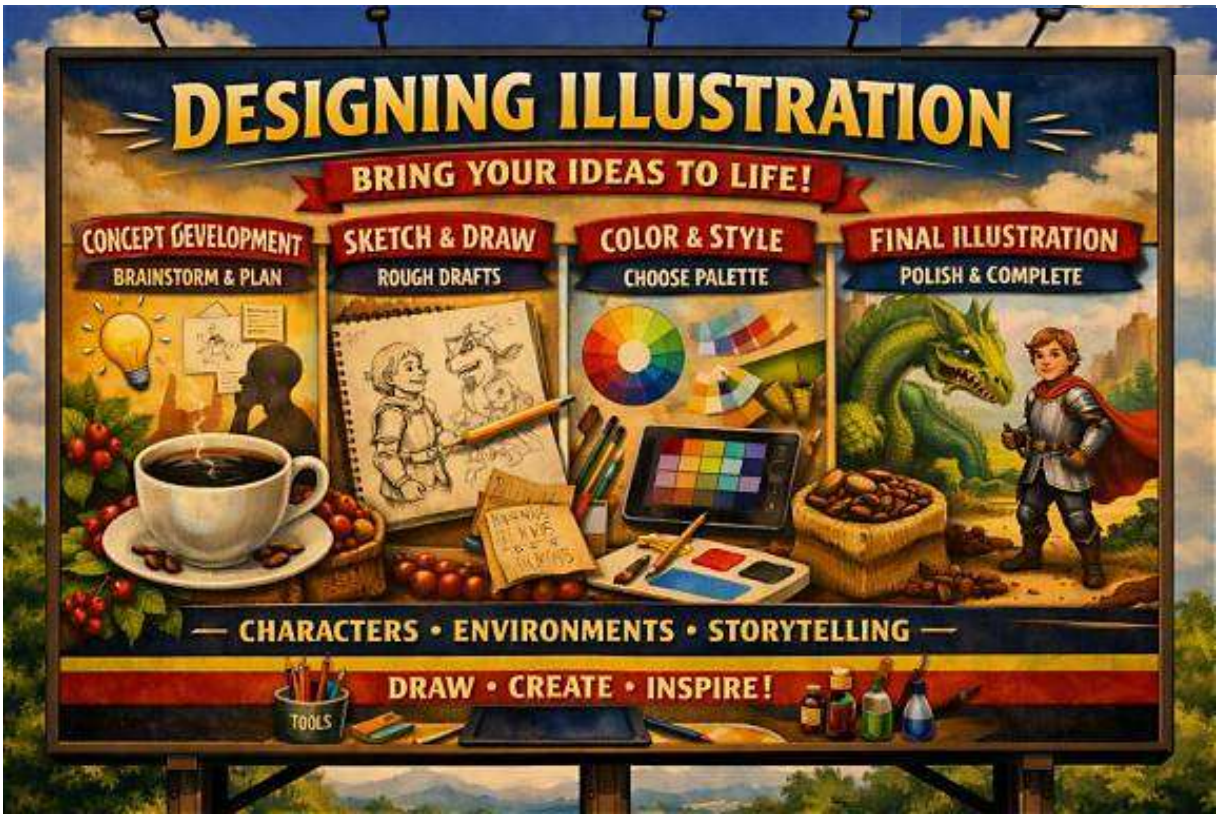
(ii) develop the final work of the chosen design to serve a given purpose.

(iii) develop a folder to keep the finished work which will contribute to the learners' portfolio.

THEME 2: GRAPHIC DESIGN II (CRAFT A)

TOPIC 2.6: DESIGN ILLUSTRATION

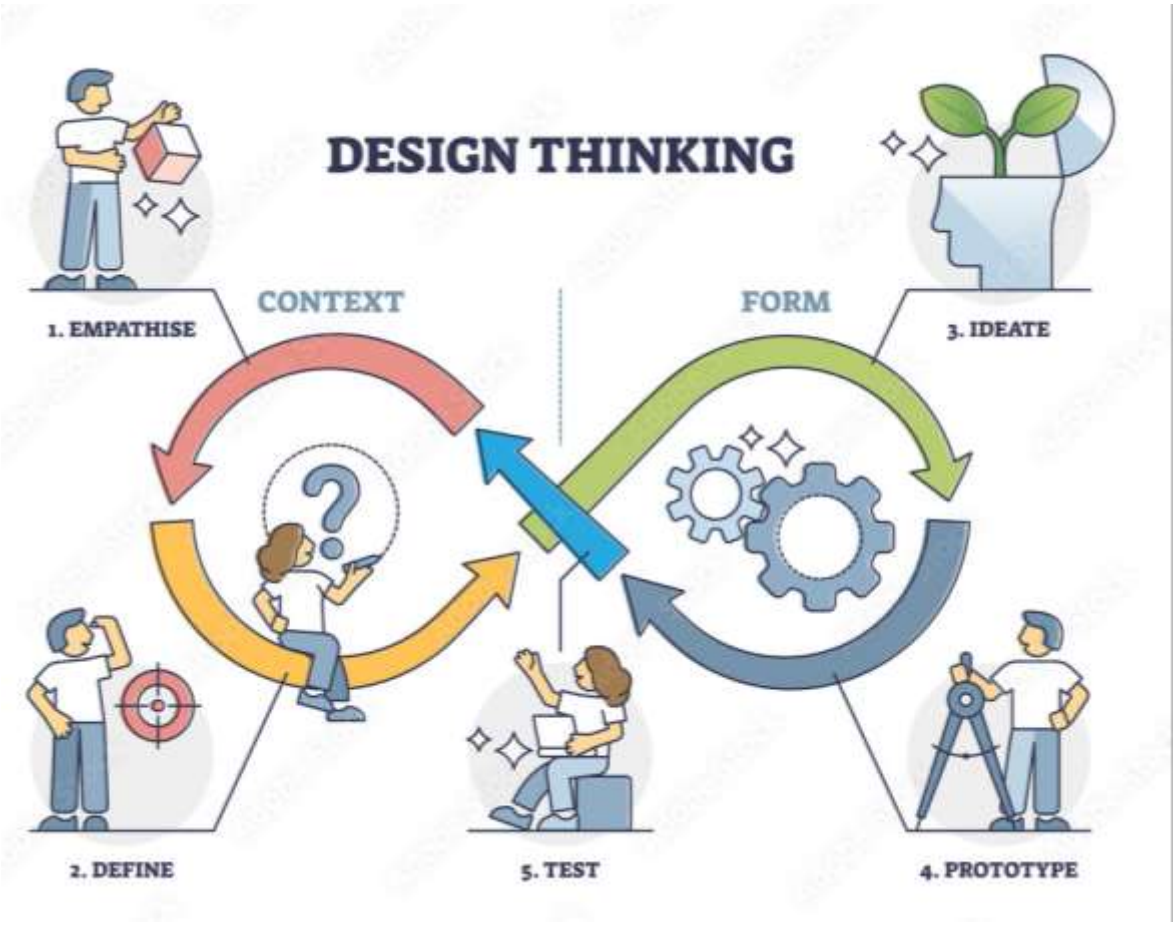
Competency: The learner creates artistic images from a given text using various materials and available technologies to ease and enhance information dissemination.



Concepts and techniques relating to design illustrations

Design illustration is the art of visually communicating ideas through creative composition, color, and form. It blends imagination with technique to produce expressive visuals for storytelling, advertising, education, and digital media.

Core Concepts in Design Illustration



- **Concept development** — the stage of brainstorming and refining ideas. Artists define themes, messages, and visual styles before sketching.
- **Composition** — arranging elements (figures, objects, background) for balance, focus, and storytelling.
- **Color theory** — using hue, value, and saturation to evoke emotion and guide attention.



- **Line and form** — defining shapes, contours, and movement to create rhythm and clarity.
- **Style and mood** — choosing visual tone (realistic, abstract, cartoon, surreal) to match the concept.
- **Narrative** — integrating storytelling elements that connect viewers emotionally to the artwork.

Techniques in Design Illustration

Technique	Description	Example Use
Sketching	Quick drafts to explore ideas and composition	Pencil thumbnails for character poses
Digital rendering	Using software like Photoshop or Procreate for color and texture	Painting light and shadow digitally
Layering	Building depth by stacking visual elements	Foreground, midground, and background separation
Blending and shading	Creating smooth transitions between tones	Realistic skin or fabric textures
Perspective drawing	Depicting spatial depth and proportion	Cityscapes or interior scenes
Mixed media	Combining traditional and digital tools	Ink outlines with watercolor fills

Creative Integration

Illustration design thrives on combining **technical skill** with **conceptual thinking**. Artists must:

- ❖ Observe real-world forms to understand anatomy, light, and texture.
- ❖ Experiment with **symbolism and abstraction** to express ideas beyond realism.
- ❖ Use **contrast, harmony, and rhythm** to maintain visual interest.
- ❖ Apply **storytelling principles** to make compositions emotionally engaging.

Classroom Application

Students can:

(i) Develop a concept sketch based on a theme (e.g., “Hope,” “Nature,” or “Innovation”).

(ii) Apply color theory and composition principles to refine their design.

(iii) Experiment with digital and traditional media to achieve desired effects.

(iv) Present and critique illustrations focusing on **clarity, creativity, and technique**.

Categories and functions of illustration

Categories and functions of illustration define how visual art communicates ideas, emotions, and information. In design and education, illustrations serve distinct purposes — each shaping how viewers interpret and engage with content.

Categories of Illustration

- **Narrative Illustration**



Purpose: Tells a story or depicts events through imagery.

Features: Sequential scenes, expressive characters, and dynamic composition.

Examples: Comic strips, storybooks, murals, and editorial illustrations.

Function: Engages the viewer emotionally and visually communicates a storyline or message.

❖ **Decorative Illustration**



Purpose: Enhances visual appeal and aesthetic value.

Features: Stylized patterns, motifs, and ornamental designs.

Examples: Posters, packaging, textile prints, and greeting cards.

Function: Adds beauty, rhythm, and unity to design without necessarily telling a story.

❖ **Informative Illustration**



Purpose: Explains or clarifies information visually.

Features: Diagrams, charts, maps, and labeled drawings.

Examples: Scientific illustrations, educational charts, infographics, and manuals.

Function: Simplifies complex ideas, making them easier to understand and remember.

Functions of Illustration

Function	Description	Example Use
Communication	Conveys ideas visually where words may be insufficient	Storybook scenes or advertisements
Education	Supports learning by visualizing concepts	Diagrams in textbooks
Decoration	Adds aesthetic value and visual interest	Borders, patterns, or posters
Persuasion	Influences emotions and decisions	Advertising and social campaigns
Documentation	Records or represents factual information	Scientific or technical drawings

Classroom Application

Students can:

- Identify examples of each illustration category in books, posters, and advertisements.
- Create a **narrative illustration** based on a short story.
- Design a **decorative pattern** for a product package.
- Draw an **informative chart** explaining a scientific or historical concept.

Exercise 6

(i) experiments with different materials to illustrate a given text into various image possibilities.
(ii) uses self-reflection to critique the visual images used to impact the commercial and visual displays.
(iii) produces the final work using the revisions obtained from self reflection.
(iv) develops a folder to keep a record of the production process of the work which will contribute to the learners' portfolio.

THEME 3: CRAFTS B II

TOPIC 3.4: TWO-DIMENSIONAL CRAFTS

Competency: The learner produces design concepts using available materials, tools and technologies to decorate different surfaces for various purposes.



Concept and techniques of development of two-dimensional crafts based on cultural inspirations and traditional beliefs.

Concepts and techniques of developing two-dimensional crafts based on cultural inspirations and traditional beliefs focus on transforming heritage, symbolism, and community values into creative visual expressions on flat surfaces. This process connects art with identity and storytelling.

Concepts in Two-Dimensional Craft Development

- **Cultural symbolism** — using motifs, patterns, and colors that represent beliefs, clans, or rituals. *Example:* geometric patterns inspired by traditional basketry or bark cloth designs.



- **Storytelling** — depicting myths, legends, or historical events through imagery. *Example:* paintings showing ancestral ceremonies or harvest celebrations.



- **Identity and heritage** — expressing community pride and continuity through visual design. *Example:* using national symbols like the crested crane or drum in poster art.





- **Spiritual connection** — reflecting beliefs about life, nature, and the divine through symbolic forms and color harmony.





- **Adaptation and innovation** — blending traditional motifs with modern materials or digital techniques to preserve relevance.



Techniques in Two-Dimensional Craft Development

Technique	Description	Cultural Application
Drawing	Using pencil, charcoal, or ink to outline cultural forms	Sketching traditional masks or dance figures
Painting	Applying color to express emotion and symbolism	Earth tones for ancestral themes, bright hues for festivals
Printmaking	Carving and stamping designs onto surfaces	Tribal motifs or clan symbols in linocut prints
Collage	Combining materials to form cultural compositions	Using fabric, paper, and natural textures
Textile decoration	Techniques like batik, tie-and-dye, or applique	Patterns inspired by traditional attire
Digital illustration	Using software to reinterpret cultural themes	Modern posters celebrating Ugandan heritage

Process of Development

(i) **Research cultural sources** — study traditional art, symbols, and community stories.

(ii) **Generate ideas** — sketch concepts inspired by beliefs or rituals.

(iii) **Select materials and techniques** — choose media that best express cultural meaning.

(iv) **Create prototypes** — experiment with color, texture, and composition.

(v) **Refine and present** — finalize the artwork ensuring harmony between tradition and creativity.

Classroom Application

Students can:

- Investigate local cultural practices and design motifs.

- Create a **poster or textile pattern** inspired by traditional beliefs.
- Discuss how their artwork reflects **heritage, symbolism, and innovation**.

The influence of artmaking to the economy and careers related to the visual arts

Artmaking has a powerful influence on both the economy and careers related to the visual arts, because it transforms creativity into livelihood, industry, and cultural capital. By understanding this connection, learners can see how artistic practice goes beyond personal expression to become a driver of development.

Economic Influence of Artmaking

- **Employment creation** — artists, designers, illustrators, and craftspeople earn income through production and sales.
- **Creative industries** — advertising, fashion, film, and publishing rely on visual art for branding and communication.
- **Tourism and culture** — galleries, festivals, and craft markets attract visitors and generate revenue.
- **Exports** — crafts, paintings, and design products are sold internationally, contributing to foreign exchange.
- **Innovation economy** — design thinking and creative problem-solving fuel entrepreneurship and product development.

Careers Related to Visual Arts

Career Path	Role	Economic Contribution
Fine artist	Creates paintings, sculptures, installations	Sells artworks, exhibits in galleries
Graphic designer	Designs logos, posters, digital media	Supports advertising and branding
Illustrator	Produces drawings for books, ads, and media	Enhances publishing and marketing
Animator	Creates motion graphics and cartoons	Contributes to film and entertainment
Art educator	Teaches visual arts in schools and institutions	Builds creative skills for future workforce
Craftsperson	Produces handmade items (textiles, pottery)	Generates income through local and global markets
Curator	Manages collections in museums and galleries	Promotes cultural heritage and tourism

Key Insight

Artmaking is not just cultural expression — it is an **economic engine** and a **career pathway**. It sustains livelihoods, strengthens national identity, and positions visual arts as a vital sector in both local and global economies.

Classroom Demonstration

Students can:

- Research local artists and identify how their work contributes to the economy.
- Create posters showing **career opportunities in visual arts**.
- Discuss how art festivals, galleries, and crafts markets generate income.
- Reflect on how their own creative skills could become future careers.

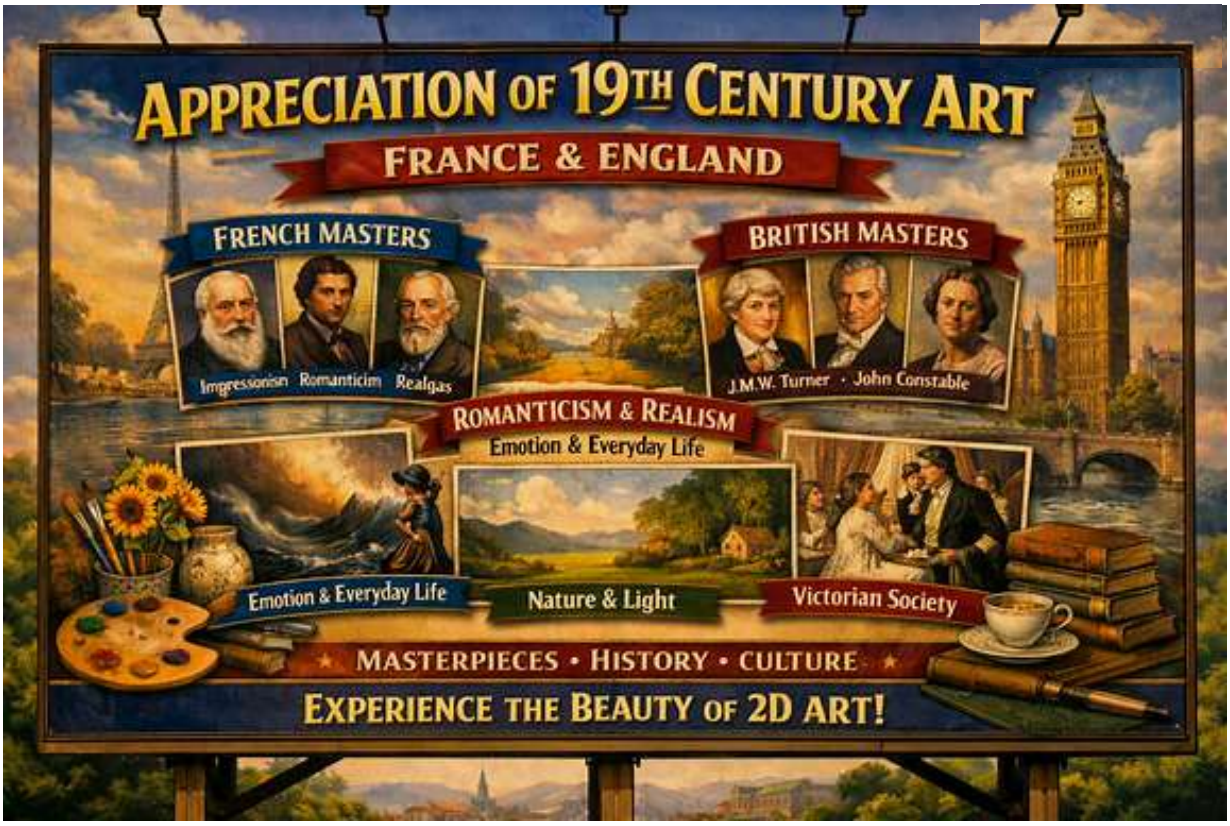
Exercise 7

1. Individually, the learner develops plans and sketches based on cultural inspirations, to suit a specific textile (e.g. screen printing, batik, patchwork, applique, tie-and -dye) and leather decoration techniques (e.g. stamping, embossing, dyeing, painting etc) conforming to the elements and principles of design, for a given purpose.
2. Learners:
   (i) make trials on a small scale (e.g. 12 cm by 12 cm for textile) for a given technique using suitable materials and tools based on the market demands.
   (ii) discuss the trials to filter the ideas and select a suitable one to serve as the basis of their artwork.
   (iii) revise the plan based on peer assessment and show attention to detail.
3. Learners opt for a project in either textile or leather design and decorations while considering the legal, ethical, health and safety practices. e) Learners develop a fol

THEME 4: HISTORY AND APPRECIATION OF ART II

TOPIC 4.3: APPRECIATION OF THE 19TH CENTURY ART IN FRANCE AND ENGLAND

Competency: The learner evaluates the 19th century art in France and England as a basis to make personal judgement on historical art in relation to Uganda's contemporary contexts.



The concepts and important developments of 19th century art in France and England as an influence to art production.

19th-century art in France and England marked a turning point in Western creativity — shifting from classical idealism to emotional realism, nature study, and social commentary. These developments deeply influenced modern art production, shaping how artists express ideas, identity, and technique today.

Concepts and Developments in France



- **Romanticism** — emphasized emotion, imagination, and individual freedom. *Key figure:* Eugène Delacroix, whose dramatic color and movement inspired expressive painting. *Influence:* Modern artists adopted emotional intensity and symbolic storytelling.



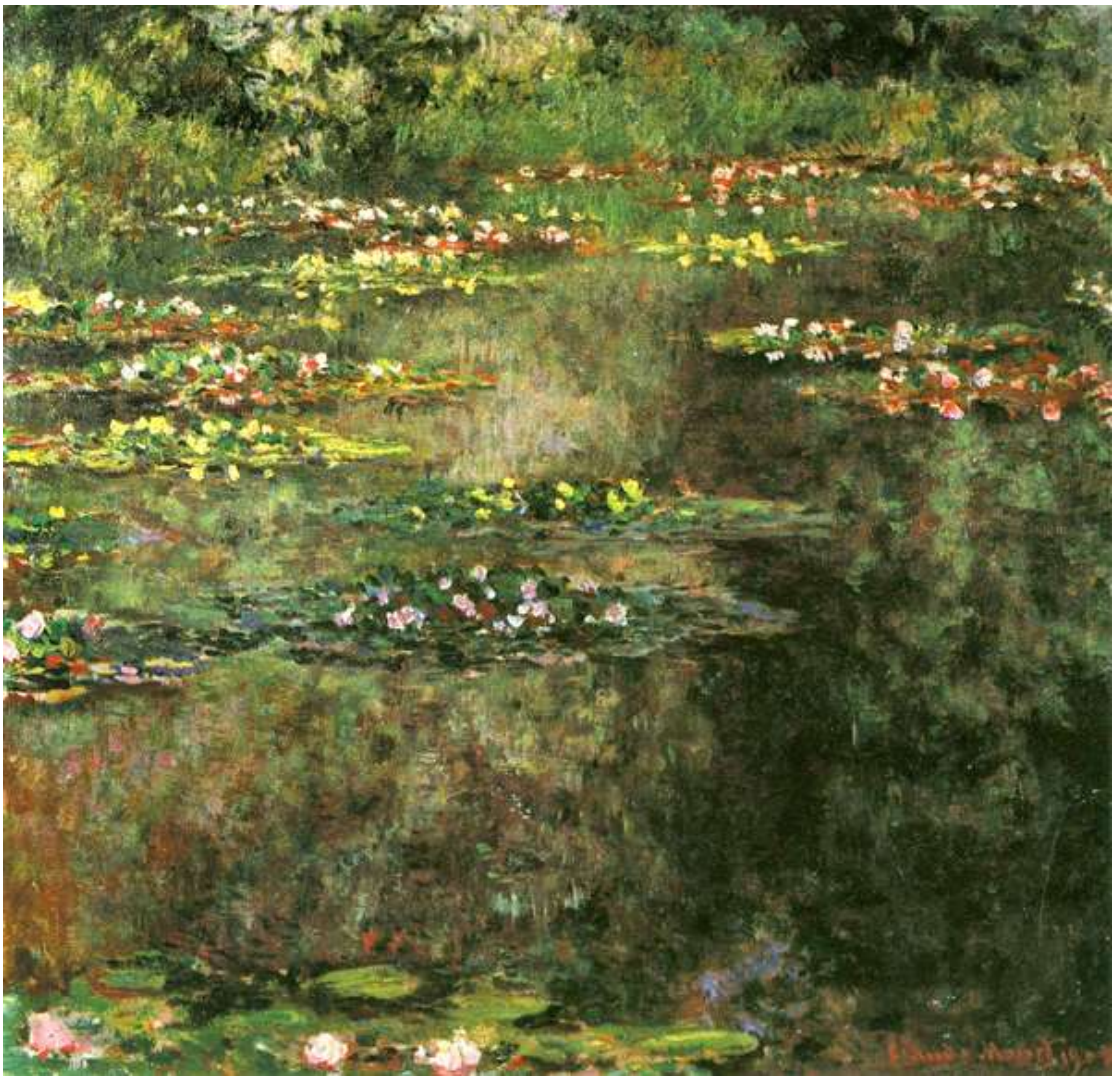
Romanticism in Eugène Delacroix painting

- **Realism** — focused on everyday life and social truth. *Key figure:* Gustave Courbet, who painted workers and rural scenes. *Influence:* Encouraged artists to depict ordinary subjects honestly, shaping documentary and social art.



Realism in Gustave Courbet paintings, who painted workers and rural scenes

- **Impressionism** — captured fleeting light and atmosphere through loose brushwork. *Key figures:* Claude Monet, Edgar Degas, Pierre-Auguste Renoir. *Influence:* Revolutionized color theory and perception, inspiring modern painting and photography.



Impressionism in Claude Monet paintings



Impressionism in Edgar Degas





Impressionism in Pierre-Auguste Renoir paintings

Concepts and Developments in England

- **Landscape Naturalism** — celebrated nature's beauty and spiritual power. *Key figures:* J.M.W. Turner and John Constable. *Influence:* Their atmospheric landscapes influenced environmental art and plein-air painting.



Landscape Naturalism in J.M.W. Turner paintings



Landscape Naturalism in John Constable paintings

- **Victorian Art** — reflected moral values, elegance, and social ideals. *Key figure:* Sir Lawrence Alma-Tadema. *Influence:* Inspired narrative composition and decorative detail in modern illustration and design.





Victorian Art of Sir Lawrence Alma-Tadema

- **Pre-Raphaelite Movement** — revived medieval themes and vivid color. *Key figures:* Dante Gabriel Rossetti, John Everett Millais. *Influence:* Encouraged symbolic storytelling and craftsmanship in contemporary art and fashion.



Pre-Raphaelite Movement in Dante Gabriel Rossetti painting



Pre-Raphaelite Movement in John Everett Millais painting

Influence on Modern Art Production

Aspect	19th-Century Contribution	Modern Impact
Subject Matter	Everyday life, emotion, and nature	Expanded themes beyond religion and royalty
Technique	Light, color, and texture experimentation	Foundation for modern impressionism and abstraction
Philosophy	Freedom of expression and individuality	Encouraged personal style and conceptual art
Social Role	Art as reflection of society	Inspired activism and cultural commentary through art

Classroom Application

Students can:

1. Compare French and English paintings to identify stylistic differences.
2. Create a **mini composition** inspired by Romantic or Impressionist techniques.
3. Discuss how 19th-century artists influenced Ugandan art education and production.

Reflection on the artworks of Vincent van Gogh, Auguste Rodin, Dominique Ingres, and Gian Lorenzo Bernini.

Painting

Vincent van Gogh



Sunflowers



Starry Night

Subject matter: Everyday life, landscapes, portraits (*Starry Night*, *Sunflowers*).

Purpose: Express emotion and inner turmoil through color and brushwork.

Style/technique: Post-Impressionism; bold, swirling brushstrokes, vibrant colors, thick impasto.

Materials: Oil paints on canvas.

Jean-Auguste-Dominique Ingres

Subject matter: Historical, mythological, and portraiture (*Grande Odalisque*).

Purpose: Celebrate beauty, idealism, and neoclassical order.

Style/technique: Neoclassicism; precise lines, smooth surfaces, controlled composition.

Materials: Oil paints on canvas.



Grande Odalisque

Sculpture

Auguste Rodin



The Thinker



The Kiss

Subject matter: Human emotion, movement, and struggle (*The Thinker*, *The Kiss*).

Purpose: Capture raw human experience and psychological depth.

Style/technique: Realism with expressive modeling; surfaces left rough to show vitality.

Materials: Bronze, marble, clay.

Gian Lorenzo Bernini



Ecstasy of Saint Teresa



Apollo and Daphne

Subject matter: Religious and mythological themes (*Ecstasy of Saint Teresa*, *Apollo and Daphne*).

Purpose: Inspire awe and spiritual devotion through drama and movement.

Style/technique: Baroque; dynamic poses, theatrical emotion, mastery of light and shadow.

Materials: Marble, gilded bronze, architectural integration.

Comparison Table

Artist	Art Form	Subject Matter	Purpose	Style/Technique	Materials
Van Gogh	Painting	Everyday life, landscapes	Emotional expression	Post-Impressionism, impasto	Oil on canvas
Ingres	Painting	Historical, mythological, portraits	Ideal beauty, order	Neoclassicism, smooth finish	Oil on canvas
Rodin	Sculpture	Human emotion, movement	Psychological depth	Realism, expressive modeling	Bronze, marble
Bernini	Sculpture	Religious, mythological	Spiritual awe, drama	Baroque, dynamic poses	Marble, bronze

Key Insight

- **Van Gogh** and **Ingres** show how painting can either express raw emotion or idealized beauty.
- **Rodin** and **Bernini** demonstrate sculpture's power to embody human experience — Rodin through realism, Bernini through theatrical spirituality.
- Together, they illustrate how **subject matter, purpose, style, and materials** define the identity of an artwork and influence later art production.

Exercise 8

Discuss the influence of the 19th century art in France and England on contemporary art production in Uganda and make individual notes.

Model answer

19th-century art in France and England strongly influenced contemporary Ugandan art production by introducing new approaches to subject matter, technique, and philosophy. Ugandan artists today blend traditional motifs with Western ideas of realism, impressionism, and narrative composition, creating works that are both culturally rooted and globally resonant.

French Influence on Ugandan Art

- **Romanticism** emphasized emotion and imagination. Ugandan artists often use expressive color and movement to depict cultural rituals, dance, and spirituality.
- **Realism** focused on everyday life. This resonates with Ugandan painters like Fred Mutebi, who portray ordinary community life and environmental issues with honesty.
- **Impressionism** introduced loose brushwork and light effects. Contemporary Ugandan painters experiment with color harmony and atmospheric effects in landscapes and urban scenes.

English Influence on Ugandan Art

- **Landscape Naturalism** inspired Ugandan artists to depict the country's lush environment — from Lake Victoria to the Rwenzori Mountains — with attention to light and atmosphere.
- **Victorian Art** emphasized elegance and moral values. Ugandan art schools adopted structured composition and narrative clarity in poster design and figurative painting.
- **Pre-Raphaelite Movement** revived medieval themes and vivid color. Ugandan artists integrate symbolic storytelling and decorative detail into textile design and batik.

Influence on Contemporary Ugandan Art Production

19th-Century Concept	Ugandan Application	Example
Emotional expression (Romanticism)	Use of bold colors and dynamic forms	Figurative paintings of traditional dance
Everyday life (Realism)	Depiction of rural communities and social issues	Fred Mutebi's bark cloth prints
Light & atmosphere (Impressionism/Naturalism)	Landscape painting and environmental themes	Works inspired by Lake Victoria sunsets
Symbolic storytelling (Pre-Raphaelite)	Integration of myths, rituals, and clan symbols	Batik and textile decoration
Structured composition (Victorian)	Poster design and academic training	Makerere University Fine Art curriculum

Key Impact on Uganda

- **Art education:** Makerere's Margaret Trowell School of Fine Art adopted Western academic methods while encouraging African identity.
- **Cultural blending:** Ugandan artists combine European techniques with indigenous materials like bark cloth, beads, and clay.
- **Global dialogue:** Ugandan art exhibitions reflect both local heritage and Western modernist influences, making them accessible internationally.
- **Economic growth:** Inspired by Western models, Ugandan artists pursue careers in painting, sculpture, graphic design, and advertising, contributing to the creative economy.

Classroom Reflection

Students can:

- Compare **French Impressionist landscapes** with Ugandan environmental art.
- Create a **poster or painting** that blends **Victorian composition** with Ugandan cultural motifs.
- Discuss how **Realism's focus on ordinary life** parallels Ugandan depictions of community and tradition.

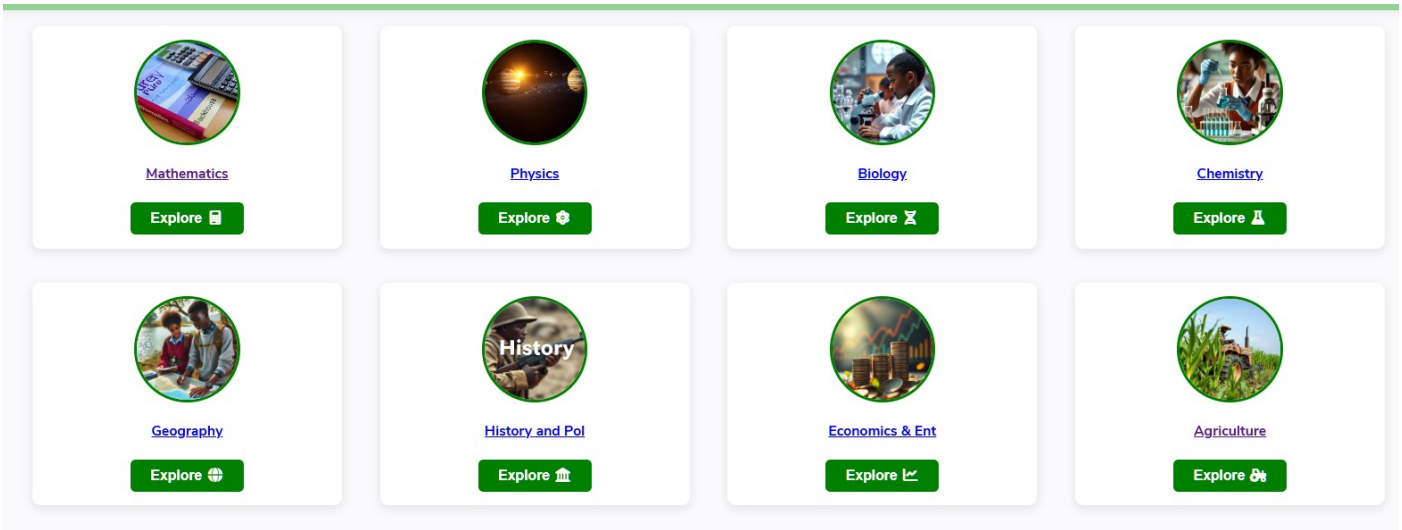
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NOTES for Secondary (S5 – S6)
https://exoticnotes.com/notes/secondary/a-level/

PAPERS and Assessment items for Secondary (S1 – S6)
https://exoticnotes.com/papers/secondary/

Scenario Questions (with some Answers) (S1 – S6)
https://exoticnotes.com/scenario-questions

For New A level Curriculum (Notes, Assessment and Constructs, etc)
https://exoticnotes.com/new-a-level-curriculum

For New O level Curriculum (Notes, Scenarios, Papers, AOI, Syllabi, etc)
https://exoticnotes.com/new-o-level-curriculum