

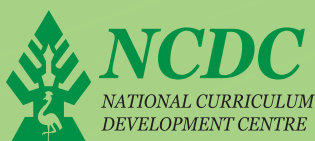


THE REPUBLIC OF UGANDA
Ministry of Education and Sports

ADVANCED SECONDARY CURRICULUM



ART & DESIGN ASSESSMENT GUIDELINES



2026

ADVANCED SECONDARY CURRICULUM

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2026



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National Curriculum Development Centre
P.O. Box 7002,
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www.ncdc.co.ug

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NCDC takes responsibility for any shortcomings that might be identified in this publication and welcomes suggestions for effectively addressing the inadequacies. Such comments and suggestions may be communicated to NCDC through P. O Box 7002, Kampala, or Email: admin@ncdc.go.ug or on the Website: www.ncdc.go.ug



Dr Bernadette Nambi Karuhanga

Director

National Curriculum Development Centre



Drum was £30
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1. Introduction

The End of the Cycle Assessment of Art and Design will be administered by the Uganda National Examinations Board (UNEb). The assessment will be guided by two assessment objectives drawn from the two assessment constructs. The assessment items will be set at the level of the construct, allowing learners to integrate knowledge, skills, and values from the topics within a construct to address a societal challenge or problem.

1.1 Assessment Objectives

Assessment objectives for Art and Design focus on the learner's ability to:

- A01:** Evaluate artworks within their historical contexts and diverse artistic expressions to appreciate production processes and contextual influences, focusing on historical-art concepts, stylistic conventions, formal qualities, materials, and visual language to make informed decisions.
- A02:** Evaluate contemporary Ugandan artistic forms and influence on cultural identity, community values, belief systems and social roles by examining their linkage to societal needs using visual literacy to understand patterns of stylistic adaptations, continuity and change in local contexts.
- A03:** Create articles through artistic conventions, with the intention of communicating a message and, or expressing artistic ideas that solves a contextualized situation.

1.2 Linkage Between Assessment Objectives, Constructs and Syllabus

The table below shows the linkages between the assessment objectives, the constructs, and the syllabus topics that contribute to each construct.

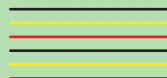
Table:

Table showing the relationship between assessment objectives, constructs and the topics in the syllabus

Assessment Objective	Construct	Construct Description	Topics in the syllabus
A01	Art Analysis	To make a critical analysis of different art forms from various art periods, focusing on contexts, artistic expression and communication in order to enhance personal judgement and make informed decisions	4.1 Appreciation of Classical Antiquity (Greek and Roman art) 4.1b. Influence of Gothic art in Uganda 4.2 Appreciation of the Italian Renaissance Art 4.3 Appreciation of the 19 th Century Art in France and England

A02		To Evaluate contemporary Ugandan artistic forms and influence on cultural identity, community values, belief systems and social roles by examining their linkage to societal needs using visual literacy to understand patterns of stylistic adaptations, continuity and change in local contexts.	4.4 Contemporary Art in Uganda 4.5 Art in Society
A03	Art Making	To Create articles through artistic conventions, with the intention of communicating a message and, or expressing	1.1 Objective Study of Nature 1.2 Living Person - Body Structure 1.3 Drawing and Painting from Imagination 1.4 Drawing and Painting from a Living Person 1.5 Drawing and Painting from Imagination I

		artistic ideas that solves a contextualized.	1.6 Adaptations from the Cultural environment 1.7 Drawing and Painting from a Living Person II 1.8 Drawing and Painting from Imagination II 1.9 The Material Environment 1.10 Living Person (Torso) 1.11 Drawing and Painting Imaginative Figurative Compositions 1.12 Drawing and Painting from a Living Person (human figure compositions) 1.13 Landscape Representation 2.1 Graphic Design Concepts 2.2 Identity Signs and Symbol Design 2.3 Editorial Design 2.4 Packaging Design 2.5 Advertising Design 2.6 Design Illustration 2.7 Simulations in Graphics 3.1 Pottery 3.2 Figurative Sculpture in the Round 3.3 Fibre Arts (weaving and basketry) 3.4 Two- dimensional Crafts Phase I
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			3.5 Two-dimensional and Three-dimensional Crafts Phase II 3.6 Portfolio making and Art Exhibition
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1.3 Table of Constructs

The table below details the constructs for Art and Design. This includes the competencies/learning outcomes that make up the construct, the expected learner abilities, and what an assessor should look for in the learner's work as evidence of achievement of the intended learning outcomes (indicators of mastery).

Construct	Competency The learner should be able to:	Abilities The learner is able to:	Indicators of Mastery The learner:	Level of complexity
1) Art Analysis To analyse differed art forms from various art periods, focusing on contexts, artistic expression and communication in order to make informed decisions.	4.1a The learner critically analyses the historical Greek and Roman art to compare and assess its adaptation into contemporary art practices in Uganda	a) interpret Greek and Roman art forms by analysing the use of elements, principles of design, and techniques from specific historical periods.	i) Interprets the context and content of Greek and Roman art forms from observation. ii) Analyses the specific features of production techniques, processes and characteristics of styles.	Medium
		b) explain the adaptation of Greek and Roman art forms in contemporary art in Ugandan practices.	provides a written analysis explaining the adaptation of Greek and Roman art forms in Uganda art practices.	

4.1b The learner analyses the influence of Gothic art on Ugandan art by assessing its artistic value and significance to the present society	a) interpret Gothic art. b) examine the influence of Gothic art on present art forms in Uganda.	i) interprets the context and content of Gothic art. ii) analyses the influence of Gothic art on art forms in Uganda.
	a) interpret Renaissance art and examine its influence on contemporary art forms in Uganda. b) analyse Renaissance art and assess its significance and value on art-making practices in Uganda.	iii) analyses the context and content of Renaissance art and its significance to art-making practices in Uganda.
4.2 The learner analyses Renaissance art by investigating its social, cultural and artistic importance for creating own artistic impressions		

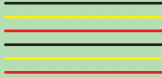
	4.3 The learner evaluates the 19th Century art in France and England as a basis to make personal judgement on historical art in relation to Uganda's contemporary contexts	● appraise 19th Century art in France and England as a basis for personal inference and reference in relation to contemporary art in Uganda.	iv) evaluates the context and content of 19th Century art in France and England in relation to contemporary art in Uganda.
	4.4 The learner evaluates Ugandan contemporary art practices by examining artists and their artworks to make an informed judgement	● analyse Ugandan artists and their artworks in terms of their roles and influence on society.	v) provides a written analysis of Ugandan artists, their artworks and influence on society.
	4.5 The learner applies marketing skills of artworks using social, cultural and commercial attributes for survival in society	● analyse and make use of marketing strategies based on the social, cultural, and economic attributes of art to survive in society.	vi) applies marketing strategies based on research to survive in society. High

2.6 The learner creates artistic images from a given text using various materials and available technologies to ease and enhance information dissemination	1.1 The learner creates artworks following an ideation and planning process by studying the natural environment as an inspiration for art creation	a) develop plans. b) explore the environment or observe the model for inspiration. c) generate ideas from the environment. d) record experiences or observation. e) organise information. f) reflect on the initial ideas. g) sketch and note down concepts.	i) interprets a context. ii) comprehends a contextualised problem. iii) generates original ideas. iv) reflects, revises and refines initial concepts into a sketch. v) adopts the initial plans, scaling and transferring the refined sketches uses elements and principles, appropriate materials, techniques and technologies.
2.7 The learner develops graphical concepts for simulations using hand or computer-aided designing to	1.2 The learner draws skeletal and structural images using various materials and tools as a way of demonstrating an understanding of human anatomy		High
	1.3 The learner interprets textual or oral information along with personal experiences to create		

serve various purposes The learner creates functional earthenware by adapting various forming methods to serve different purposes	drawings and paintings for communication and self-expression 1.4 The learner draws or paints different human body parts focusing on their proportions for a true representation of the human structure in artworks 1.5 The learner creates drawings and paintings using available media and technologies for self-expression and other purposes 1.6	a) experiment with materials and techniques for drawing or painting the human figure. b) depict body parts and their correct proportions. c) portray poses and compositions effectively. d) take precautions for personal health when handling	vi) finishes and presents final work.
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1.7 The learner creates drawings or paintings inspired by their cultural environment using available resources to communicate/convey personal expression about people's cultures	hazardous materials. e) maintain a clean and organised working environment. f) imagine, interpret, and reflect on artistic ideas. g) adapt and adopt elements from the cultural environment to create compositions. h) experiment, reflect, and revise ideas while drawing or painting.		
1.8 The learner draws or paints a human figure proportionally in different poses while exploring with various materials and techniques for effective communication and human figure representation			

1.9 The learner draws or paints artworks by applying imaginative skills, through generating and integrating artistic ideas for self-expression and visual communication	1.10 The learner creates compositions using creative skills, a variety of materials and processes to develop various ideas for art making. 1.11 The learner develops artistic impressions of the human torso using various materials and tools to	i) draw or paint using imaginative and creative skills. • express oneself and communicate visual ideas and messages using available technologies.	
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			communicate human body formations	
			1.12 The learner creates figurative imaginative compositions based on the human figure to communicate messages and ideas	
			1.13 The learner draws and paints human figures in artistic compositions using materials and tools for communication and self-expression	

	1.14 The learner creates artworks depicting different landscapes for communication and self-expression 3.2 The learner creates figurative sculptures in three dimensions using various materials, tools and /or emerging technologies for self-expression, economic purposes and a variety of adaptive innovations	• Re-arrange type and image using design principles to create a variety of graphic communications.			High
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	3.3 The learner creates fibre crafts using different techniques and processes to serve various purposes	a) produce earthenware design concepts. b) use various materials, tools, technologies, and forming methods to create functional earthenware. c) create figurative sculptures in three dimensions for a variety of functions. d) apply various techniques to produce fibre crafts. e) provide solutions to artistic problems through project-based work.			
	3.4 The learner produces design concepts using available materials, tools and technologies to decorate different surfaces for various purposes				
	3.5 The learner creates craft products based on a chosen theme using suitable materials and technologies to serve different purposes (Project)				

		a) prepare artworks for portfolio presentation (<i>such as mount, frame, mat, label, sign, date and number work</i>). b) document the creative process as evidence of artistic growth. c) present artworks in an appropriate and professional manner.	
3.6 The learner presents artworks in a portfolio showing the production process for assessment and public viewing			

2. Structure of the Assessment of Papers

There will be two assessment papers for Art and Design for the Advanced Secondary Curriculum. A candidate shall be required to sit for paper one (Art Analysis) and paper two (Art Making). Paper one examination will be divided into two sections.

Section A focuses on the analysis of art from a given historic period, while Section B requires a critique of contemporary artworks in Uganda. The two sections will form one paper, which will be scored 100%.

Paper 1 Art Analysis will comprise two sections, A and B. Each section will have two items, from which a candidate chooses one. Items in Section A will be drawn from historical art periods, while items in Section B will be derived from Contemporary art. The paper will be scenario-based, and the entire paper will take 2 hours.

Paper 2 Art Making will involve the creation and presentation of various art forms which communicate intentions and meaning to an audience. The paper will consist of two items from which a candidate selects one. The items in the paper will be scenario-based, and the entire paper will be completed within **4 hours and 30 minutes**. The paper will be divided into two sessions; Session one (**Planning**) will take **1 hour and 30 minutes**, while session two (**Production**) will take **3 hours**. Session one (Planning) will contribute 30% while session two (Production) will contribute 70% to the final score of 100%.

Art and Design

Paper 1 (Art Analysis)

November 2025

Time: 2 hours

UGANDA ADVANCED CERTIFICATE OF EDUCATION

SAMPLE EXAMINATION PAPER

ART AND DESIGN

Paper I: Art Analysis

2 Hours

Section A: Answer one item only

Item 1:

During the Renaissance period, artists were inspired by artworks from classical antiquity, by the study of nature, and by a scientific approach to art. As such, artists created artworks in painting, sculpture and architecture which were systematic and easy to recognise, for example, Figure 1. Such artworks are still appreciated; however, contemporary art production in Uganda seems to mix styles and ideas, confusing young artists. Some of these young artists are interested in depicting the legacy of Renaissance art, but they don't know how to do so.



Figure 1: The Last Supper by Leonardo da Vinci

Task: By analysing the artwork in Figure 1, produce a write-up of not less than 600 words to advise the young artists on how to address the challenge in the scenario.

Possible aspects:

- i) Use of proportions
- ii) Perspective
- iii) Chiaroscuro
- iv) Realism (anatomy, disposition of drapery and colour)
- v) Group compositions
- vi) Figurative painting
- vii) Enhancement of the compositions with architectural structures
- viii) Sfumato approach
- ix) Harmony

Item 2:

In recent years, many people have observed that Uganda's contemporary architecture appears plain and lacks the artistic appeal and cultural significance that characterised past architectural styles. This raises concerns about the decline in the aesthetic and symbolic value of modern Ugandan buildings.

You are an art and design student participating in a national writing competition that highlights how global heritage shapes Ugandan architectural design. Your chosen focus is the Chartres Cathedral in France, one of the most remarkable examples of Gothic architecture.



Figure 2: Chartres Cathedral France (1194 and 1250)

Task: Write a formal analytical essay of 600-800 words to solve the challenge in the scenario.

Section B: Answer one item only

Item 3:

Scenario:

Many people in Uganda visit local art exhibitions and galleries, but they frequently say that such artworks are difficult to understand and therefore they rarely buy. Besides, contemporary artists who make such artworks feel their works are often misinterpreted, as such, their intended messages do not reach the public. Figure 3 is an example of a contemporary painting in Uganda.



Figure 3: Painting by Colline Sekajugo

Task: Write an essay of 600–800 words advising the contemporary artists on what to capitalise on to address the challenge in the scenario.

Item 4:

Kampala Capital City Authority (KCCA) recently installed one of George William Kyeyune’s contemporary sculptures in a public space, titled “The Stride”. While the work is clearly displayed, many people do not understand it or contemporary sculpture in general. As a result, the sculpture is often underappreciated, and its intended message is lost. You have been asked to help bridge this gap by educating the community about “The Stride” sculpture and its significance in contemporary society.



Figure 4. The stride by George Kyeyune (*front and back views*)

Task: Make a write-up of 600–800 words analysing the issues raised in the scenario.

Art and Design**Paper 2 (Art Making)**

November 2025

Time: $4\frac{1}{2}$ hours**UGANDA ADVANCED CERTIFICATE OF EDUCATION****SAMPLE EXAMINATION PAPER****ART AND DESIGN****Paper 2: Art Making**

4 Hours 30 minutes

Instruction: Answer only one Item**Either****Item 1**

Melani is a community group producing various artworks to generate household income. While the group has been in operation for a while, it is not widely known due to lack of publicity. This has affected their income and customer base. The group is interested in increasing sales in order to improve on the economic and socio-cultural well-being of its members.

Task:

Using the acquired knowledge and skills in art and design, through an appropriate creative process develop a solution to address the challenge presented in the scenario.

OR**Item 2**

Culture evolves as people adopt modern ways of living. African culture is rich and reflects human responses to the environment as an integral aspect of life. These rich traditions have evolved over time and are passed down to future generations through verbal expression and practical demonstrations, such as ceremonies and artefacts. The African way of life includes participation in cultural ceremonies, which are rarely represented artistically.

This lack of documentation may lead to the gradual loss of cultural information. It has become evident that many ethnic traits are fading away without being recorded in any form. As a result, current and future generations may lack the necessary references to sustain cultural continuity.

Task:

As an art student, use the knowledge and skills gained in art and design, through an appropriate creative process, to produce an original artwork as a solution to the challenge depicted in the scenari



2.1 Sample Scoring Rubric for Art Analysis Item 1

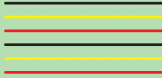
Basis of evaluation with indicators	Score 4	Score 3	Score 2	Score 1
1) Introduction A brief interpretation of the context and task (Renaissance painting)	i) Demonstrates deep understanding of Renaissance painting ii) Shows strong awareness of the task's purpose and its interpretation	i) Demonstrates a good understanding of Renaissance painting ii) Shows good awareness of the task's purpose and its interpretation	i) Demonstrates a fair understanding of Renaissance painting ii) Shows moderate awareness of the task's purpose and its interpretation	i) Demonstrates little or no understanding of the Renaissance painting ii) Shows little or no awareness of the task's purpose and its interpretation
2) Analysis and appreciation a) Explanation of aspects of renaissance painting	i) Comprehensively explains aspects of Renaissance painting (6 or more aspects) ii) Comprehensively links aspects of	i) Satisfactorily explains aspects of Renaissance painting (4 to 5 aspects) ii) Satisfactorily links aspects of	i) Moderately explains aspects of Renaissance painting (3 aspects) ii) Moderately links aspects of	i) Minimally explains aspects of Renaissance painting (1 or none) ii) Minimally links aspects of renaissance painting

(a minimum of six aspects) b) Linkage of the aspects of renaissance painting to the context in the task	renaissance painting to the context in the task (5 or more aspects)	renaissance painting to the context in the task (4 aspects)	renaissance painting to the context in the task (3 aspects)	to the context in the task 1 or none)
3) Conclusion A summary of the aspects of Renaissance painting presenting a personal opinion	Presents a well-developed, conclusion that summarises the main aspects of Renaissance painting to form an opinion	Presents a good conclusion with logical organisation, that summarises the main aspects of Renaissance painting to form an opinion	i) Presents a general summary of some aspects of Renaissance painting ii) Conclusion is relevant but lacks depth or strong synthesis to form an opinion	i) Presents little or no relevant summary of Renaissance painting ii) May show misunderstanding of key aspects or fail to conclude effectively or be completely off topic

2.2 Sample Scoring Rubric for Art Analysis Item 2

Basis of evaluation with indicators	Score 4	Score 3	Score 2	Score 1
1) Interpretation of the context and content (<i>concepts, vocabulary, themes, iconography and presentation style in a given scenario</i>)	Interpretation of the context and content with all the aspects below: <i>concepts, vocabulary, themes, iconography and presentation style</i>	Interpretation of the context and content with four of the aspects below: <i>concepts, vocabulary, themes, iconography and presentation style</i>	Interpretation of the context and content with three of the aspects below: <i>concepts, vocabulary, themes, iconography and presentation style</i>	Interpretation of the context and content with one to two of the aspects below: <i>concepts, vocabulary, themes, iconography and presentation style</i>
2) Analysis and appreciation Critically evaluates how the effectiveness of specific key features of	Extraordinarily analyses and appreciates how all the production processes, and stylistic characteristics	Satisfactorily analyses and appreciates how most (61-80%) of the production processes, and stylistic	Moderately analyses and appreciates how some (31-60%) of the production processes, and stylistic	Minimally (5-30%) analyses and appreciates how production processes and stylistic characteristics link the

production techniques, processes and stylistic characteristics used in the work, influences the final outcome and meaning	link the context in the task to the given situation with utmost ease.	characteristics link the context in the task to the given situation with ease.	characteristics link the context in the task to the given situation with relative ease	context of the task to the given situation
3) Expresses personal judgement of historical and socio-cultural influences on the artwork and explains their contribution to the development of art in society	Makes an extraordinary personal judgement of historical and socio-cultural influences on the artwork and explains their contribution to the development of art in society	Satisfactorily makes a personal judgement of historical and socio-cultural influences on the artwork and explains most (80-90%) of their contribution to the development of art in society	Moderately makes personal judgement of historical and socio-cultural influences on the artwork and explains some (60-79%) of their contribution to the development of art in society	Minimally makes personal judgement of historical and socio-cultural influences on the artwork and explains no contribution to the development of art in society



4) Illustrations in support of the text	NA	NA	NA	Presents illustrations detached from the task and context
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Possible aspects:

- Formal analysis: *use of elements and principles*
- Contextual and historical knowledge: artist's intention or subject matter
- Cognitive and intellectual connection: interpretation of symbolic meaning
- Content and technique; *methods and materials used*



2.3 Sample Scoring Rubric for Item 1

Basis of evaluation with indicators	Score 4	Score 3	Score 2	Score 1
1) Introduction A brief interpretation of contemporary painting and context of the task	i) Demonstrates deep understanding of the contemporary painting ii) Shows strong awareness of the purpose in the task and its interpretation.	i) Demonstrates a good understanding of the contemporary painting ii) Shows good awareness of the purpose in the task and its interpretation	i) Demonstrates a fair understanding of the contemporary painting ii) Shows moderate awareness of the purpose in the task and its interpretation	i) Demonstrates little or no understanding of the contemporary painting ii) Shows little or no awareness of the purpose in the task and its interpretation
2) Analysis and appreciation a) Explanation of aspects of contemporary	i) Comprehensively explains aspects of contemporary painting in Uganda (6 or more aspects)	i) Satisfactorily explains aspects of contemporary painting in	i) Moderately explains aspects of contemporary painting in	i) Minimally explains aspects of contemporary painting in

painting in Uganda (a maximum of six aspects) b) Linkage of the aspects of contemporary painting in Uganda to the context in the task	ii) Comprehensively links aspects of contemporary painting in Uganda to the context in the task (5 or more aspects)	Uganda (4 to 5 aspects) ii) Satisfactorily links aspects of contemporary painting in Uganda to the context in the task (4 aspects)	Uganda (3 aspects) ii) Moderately links aspects of contemporary painting in Uganda to the context in the task (3 aspects)	Uganda (1-2 or none) ii) Minimally links aspects of renaissance painting to the context in the task (1-2 or none)
c) Conclusion A presentation of a summary personal interpretation or opinion	Presents a well-developed, conclusion that summarises the main aspects of Renaissance painting to form an opinion	Presents a good conclusion with logical organisation, that summarises the main aspects of Renaissance painting to form an opinion	i) Presents a general summary of some aspects of Renaissance painting ii) The conclusion is relevant but lacks depth or strong synthesis to form an opinion	i) Presents little or no relevant summary of Renaissance painting ii) May show misunderstanding of key aspects or fail to conclude effectively or be completely off topic

2.4 Sample Scoring Rubric for Art Analysis

Basis of evaluation with indicators	Score 4	Score 3	Score 2	Score 1
1) Interpretation of the context and content (<i>concepts, vocabulary, themes, iconography and presentation style in a given scenario</i>)	Interpretation of the context and content with all the aspects below: <i>concepts, vocabulary, themes, iconography and presentation style</i>	Interpretation of the context and content with four aspects below: <i>concepts, vocabulary, themes, iconography and presentation style</i>	Interpretation of the context and content with three of the aspects below: <i>concepts, vocabulary, themes, iconography and presentation style</i>	Interpretation of the context and content with one to two of the aspects below: <i>concepts, vocabulary, themes, iconography and presentation style</i>
2) Analysis and appreciation Critically evaluates how the effectiveness of specific key features of production techniques, processes and stylistic characteristics used	Extraordinarily analyses and appreciates how all the production processes, and stylistic characteristics, link the context in the task to the	Satisfactorily analyses and appreciates how most (61-80%) of the production processes, and stylistic characteristics link the context in the task to the	Moderately analyses and appreciates how some (31-60%) of the production processes, stylistic characteristics link the context in the task to the given situation with relative ease	Minimally (5-30%) analyses and appreciates how production processes and stylistic characteristics link the context of the task to the given situation

in the work, influences the final outcome and meaning	given situation with utmost ease	given situation with ease		
3) Expresses personal judgement of historical and socio-cultural influences on the artwork and explains their contribution to the development of art in society	Makes an extra-ordinary personal judgement of historical and socio-cultural influences on the artwork and explains their contribution to the development of art in society	Satisfactorily makes a personal judgement of historical and socio-cultural influences on the artwork and explains most (41-70%) of their contribution to the development of art in society	Moderately makes a personal judgement of historical and socio-cultural influences on the artwork and explains a few (20-40%) of their contribution to the development of art in society	Minimally makes a personal judgement of historical and socio-cultural influences on the artwork and does not explain their contribution to the development of art in society
4) Illustrations in support of the text	NA	NA	NA	Presents illustrations detached from the task and context

2.5 Sample Assessment Rubric for Practical Productions

Basis of evaluation with indicators	Scores 4	Scores 3	Scores 2	Scores 1
1) Ideation (Creative thinking - planning) a) Generation of original ideas /initial sketches based on a given task b) Develops and refines the initial concepts into final sketches	i) Consistently generates several, highly original, innovative ideas into initial sketches that show exceptional creativity and clear relevance to the task. ii) Skillfully develops and refines initial concepts into polished final	i) Produces several original and creative ideas with minor reliance on common or expected solutions into initial sketches which are clear and purposeful to the task ii) Effectively refines initial concepts, showing good attention to detail and improvement between initial	i) Generates some original ideas with familiar or conventional approaches into initial sketches that show adequate effort and understanding of the task ii) Develops concepts with moderate improvement and refinement in final sketches that appear complete but may lack depth	i) Shows limited originality of ideas which are underdeveloped into initial sketches, or show no understanding of the task ii) Fails to develop or refine initial concepts into final sketches iii) Final work is incomplete or lacks connection to initial concepts

	sketches following a coherent /systematic process	and final sketches which are coherent and visually appealing	or strong visual impact	
2) Production and presentation a) Transfers the final sketches into the final work using appropriate materials, tools, techniques and processes b) Uses elements and principles. c) Presents finished work that serves	i) Skillfully adopts and adapts the final sketches and effectively uses materials, tools, and techniques with precision while linking the plan and product in response to the task ii) Demonstrates outstanding understanding	i) Successfully follows the final sketches with minor adjustments where needed and appropriately uses materials, tools and techniques with good craftsmanship ii) Applies elements and principles	i) Adequately converts the initial sketches into the final sketches with some consistency or omissions and uses appropriate materials and tools with uncertainty or inefficiency. ii) Shows basic use of elements and principles though not always effectively integrated	i) Shows little or no connection between sketches and final work or transfer is incomplete or missing with inappropriate use of materials, tools, and techniques ii) Minimal or incorrect application of elements and principles

an intended purpose	and application of elements and principles (such as balance, contrast, unity, proportion) iii) Produces a high-quality finished artwork that clearly meets or exceeds the intended purpose	thoughtfully with only minor inconsistencies iii) Produces a finished artwork that clearly serves its intended purpose and shows good presentation and visual impact	iii) Produces fairly finished artwork that meets the basic purpose but may lack refinement or strong impact	iii) Produces an artwork that does not meet its intended purpose, is unfinished or lacks coherence
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2.6 Practical Productions

Basis of evaluation with indicators	Score 4	Score 3	Score 2	Score 1
1) Ideation (Creative thinking - planning)	i) Consistently generates several, highly original, innovative ideas into initial sketches that show exceptional creativity and clear relevance to the task.	i) Produces several original and creative ideas with minor reliance on common or expected solutions into initial sketches which are clear and purposeful to the task	i) Generates some original ideas with familiar or conventional approaches into initial sketches that show adequate effort and understanding of the task	i) Shows limited originality of ideas which are underdeveloped into initial sketches or copied, show minimal or no understanding of the task
a) Generation of original ideas /initial sketches based on a given task				ii) Fails to develop or refine initial concepts into final sketches
b) Develops and refines the initial concepts into final sketches	ii) Skillfully develops and refines initial concepts into polished final sketches	ii) Effectively refines initial concepts, showing good attention to detail and improvement	ii) Develops concepts with moderate improvement and refinement in final sketches	iii) Final work is incomplete or lacks connection to initial concepts

following a coherent /systematic process	between initial and final sketches which are coherent and visually appealing	that appear complete but may lack depth or strong visual impact	
1) Production and presentation a) Transfers the final sketches into the final work using appropriate materials, tools, techniques and processes b) Uses elements and principles	i) Skillfully adopts and adapts the final sketches and effectively uses materials, tools, and techniques with precision while linking the plan and product in response to the task ii) Demonstrates outstanding understanding and application	i) Successfully follows the final sketches with minor adjustments where needed and appropriately uses materials, tools and techniques with good craftsmanship ii) Applies elements and principles thoughtfully with	i) Adequately converts the initial sketches into the final sketches with some consistency or omissions and uses appropriate materials and tools with uncertainty or inefficiency ii) Shows little or no connection between sketches and final work or transfer is incomplete or missing with inappropriate use of materials, tools, and techniques iii) Minimal or incorrect application of elements and principles iv) Produces an artwork that does not meet its intended purpose, is

c) Presents finished work that serves an intended purpose	of elements and principles (such as balance, contrast, unity, proportion) iii) Produces a high-quality finished artwork that clearly meets or exceeds the intended purpose	only minor inconsistencies iii) Produces a finished artwork that clearly serves its intended purpose and shows good presentation and visual impact	ii) Shows basic use of elements and principles though not always effectively integrated iii) Produces fairly finished artwork that meets the basic purpose but may lack refinement or strong impact.	unfinished or lacks coherence
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3. Performance Level Descriptors

Art and design learning outcomes and competencies have been combined into two pillars: Art Making and Art Analysis. The candidates' overall performance per construct will be identified and recognised using construct descriptors that differentiate achievement levels as specified in the table below.

Construct	Performance Level	Descriptor
Art Analysis To analyse different art forms from various art periods, focusing on contexts, artistic expression and communication in order to enhance personal judgement and make informed decisions	Exceptional A	Demonstrates comprehensive and insightful analysis of diverse art forms from various periods by clearly articulating the historical, cultural, and social contexts that influence artistic expression and communication, and makes informed original decisions.
	Outstanding B	Demonstrates effective analysis of diverse art forms from various periods by articulating the historical, cultural, and social contexts that influence artistic expression and communication based on relevant evidence and reasoning, and makes informed original decisions.
	Satisfactory C	Demonstrates reasonable and generalised analysis of art forms supported by limited evidence, communicates ideas effectively, shows some awareness of contextual influences, and makes basic interpretative judgments.

	Basic D	Demonstrates limited analysis supported by limited evidence, communicates less-effective ideas, shows some awareness of contextual influences and makes personal judgements that are partially informed and lack depth or justification.
	Elementary E	Provides little or no meaningful analysis of art forms, fails to recognise contextual influences or artistic expression. Responses are descriptive, fragmented, or inaccurate; personal judgement is unsupported or absent.

Construct	Category	Descriptor
Art Making To create and present artworks through the production process and use of elements and principles of art to communicate messages and, or express	Exceptional A	Generates outstanding and original ideas with convincing evidence of research, processes,—technique, style and use of technologies and produces finished and detailed artworks showing outstanding creativity, innovation, ethical practice, that exceeds expectations, providing an artistic solution to a contextualized problem.
	Outstanding B	Generates satisfactory original ideas with convincing evidence of research, processes, technique, style and use of technologies and produces finished artworks that provide artistic solution to a contextualised problem.

personalized ideas for solving a contextualized problem.	Satisfactory C	Generates moderate artistic ideas with reasonable evidence of research, produces artwork(s) following some of the required creative processes, displays haphazard processes,—techniques, style, use of technologies and finish of artworks that provide a solution to contextualised problem.
	Basic D	Generates artistic ideas with little evidence of research, produces artwork(s) following a few of the required creative processes, displays little use of processes, techniques, style, technologies and displays uneven finish of the artworks, thereby providing a partial solution to contextualised problem.
	Elementary E	Generates artistic ideas with minimal originality, evidence of research, creative processes, use of technique, style and technologies, produces artwork(s) with little or, with no connection to the problem in context.

Art and Design Graduate profile:

A person who demonstrates creative, analytical, and technical skills to effectively communicate through diverse artistic expressions and utilizes a wide range of career opportunities in art for meaningful personal growth and national development in an increasingly interconnected world.



CONTACT US:



National Curriculum Development Centre
Plot M838, Kyambogo.
P.O.Box 7002 Kampala, Uganda
+256-393-112-088
www.ncdc.go.ug



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