

The contribution art can make towards the personal development of pupils has been curtailed in Kenyan schools by a variety of factors internal and external to the subject. This study attempts to illuminate the teaching/learning of art in secondary schools in Kenya with the view to offering practical suggestions for possible improvements. The study is grounded on a premise supported in literature that, of all values of learning art, creativity is the key value and one through which all other values are realized. In this regard, then, the creative performance of pupils is conceived as indicative of the efficacy-level of school art programmes.

This study was designed to explore the relationship between the domains of art and the domains of creativity. Four factors of art were identified as:

1. Subject matter/Theme (**F1**),
2. Expressive quality (**F2**),
3. Composition (**F3**) and
4. Choice and use of media (**F4**);

While, the domains of creativity included:

1. Flexibility,
2. Fluency,
3. Originality,
4. Elaboration.

The study shows that *creative expression* in art derives motivation from *exposure, practice* and an *enabling environment*. Based on this inference, a framework for teaching has been synthesized.

The study recommends that pedagogic approaches should emphasize opportunities for creative expression through adequate exposure and practice. The enabling environment should provide for materials and ideas within a cultural context.