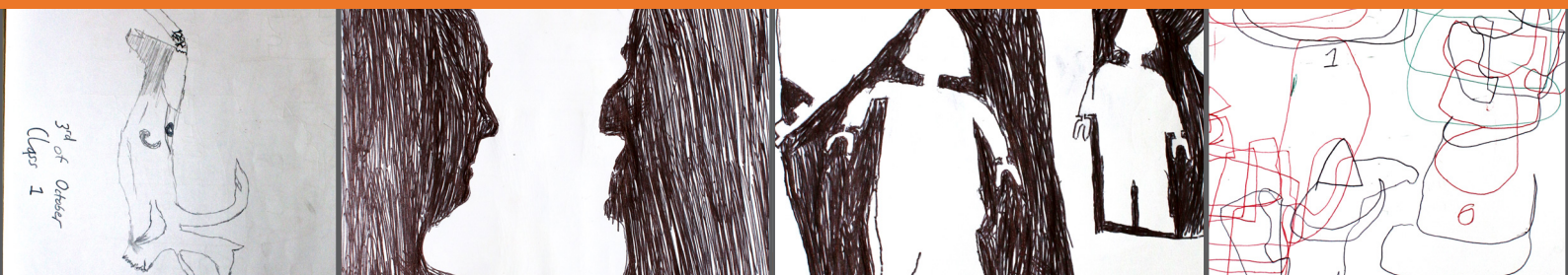


Amharc-ealaín na Sraithe Sóisearaí



Snáithe: Ealaín

Ag díriú ar thorthaí foghlama

Ba chóir go mbeadh sé ar chumas an scoláire:

2.4 A thaispeáint gur féidir leis a líníochtaí a úsáid le breathnú, le taifeadh agus le hanailísiú

1.7 Modh roinnt ealaíontóirí agus an saothar ealaíne a chruthaigh siad a scrúdú

1.14 Meáin a úsáid chun a shaothar ealaíne féin a chruthú

1.15 Léirmheas a dhéanamh ar an rogha meán ina shaothar féin nó i saothar daoine eile

Cuspóirí foghlama*

Táim ag foghlaim chun:

- Iniúchadh a dhéanamh ar líne trí theicnící marc-chruthaithe éagsúla ag úsáid raon meán
- Féachaint ar shaothar ealaíne ábhartha, freagairt dó agus é a mheas
- Dealbh sreinge a fhorbairt agus a chur i gcrích
- Machnamh a dhéanamh ar an bpróiseas

Téama: An Dúlra

An comhthéacs teagaisc agus foghlama

Seo grúpa scoláirí cumais mheasctha as an gcéad bhliain. Ba é seo a gcéad tionscadal ealaíne. Cuireadh an ghné ealaíne de líne in aithne dóibh sa tasc seo. Rinneadh iniúchadh air sin trí pheann luaidhe, peann, craein chéarach agus péint uiscdhattha. Cuireadh an stair a bhaineann leis an dealbhóireacht sreinge in aithne do scoláirí freisin agus d'fhéach siad ar dhealbhóirí sreinge ar chur i láthair PowerPoint.

Tasc

Dealbh sreinge a dhéanamh bunaithe ar líníochtaí breathnaitheacha duilleoige

Critéir rathúlachta**

CR1: Bunfhoinsé oiriúnach a shainithint

CR2: Líníochtaí éagsúla a dhéanamh

CR3: Rogha teicnící agus meán a úsáid

CR4[†]: Cur síos agus anailís a dhéanamh ar shaothar ealaíne ábhartha agus tuairim a thabhairt maidir leis

CR5: Dealbh sreinge a dhéanamh ag úsáid teicnící tógála éagsúla bunaithe ar mo líníochtaí

CR6: Machnamh ar mo shaothar

* Cad ba cheart a bheith ar eolas ag an scoláire, an tuiscint atá aige agus cad ba cheart dó a bheith in ann a dhéanamh ag deireadh an cheachta nó sraith ceachtanna

** Achoimre ar na príomhchéimeanna nach mór don scoláire a chomhlíonadh ionas go n-éireoidh leis sa tasc



blind drawing

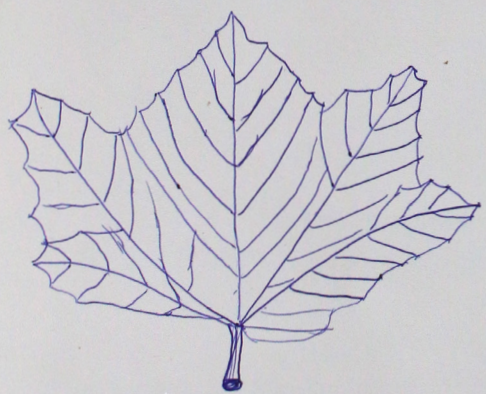
Blind drawing is very good because you don't have any pressure you to get the drawing perfect



Drawing a Leaf from my head



blind drawing



draw with a leaf in front of me

drawing with a biro

I liked drawing with a biro but you can't make mistakes and it's harder to draw with than a pencil



drawing with a leaf in front of me



Today we learned how to make rubbings of leaves using wax crayons

Then we put water colour paint over the rubbings so we could really see the lines

The wax and water could repel against each other so the wax really stands out

Hint to myself:
Water-down
paint looks
best 😊

Gesture DRAWING

- ① fast
- ② Short amount of time
- ③ capture action or movement



What I learned about gesture drawing today was that gesture drawing is a type of warm-up for artists to get the feel of movement

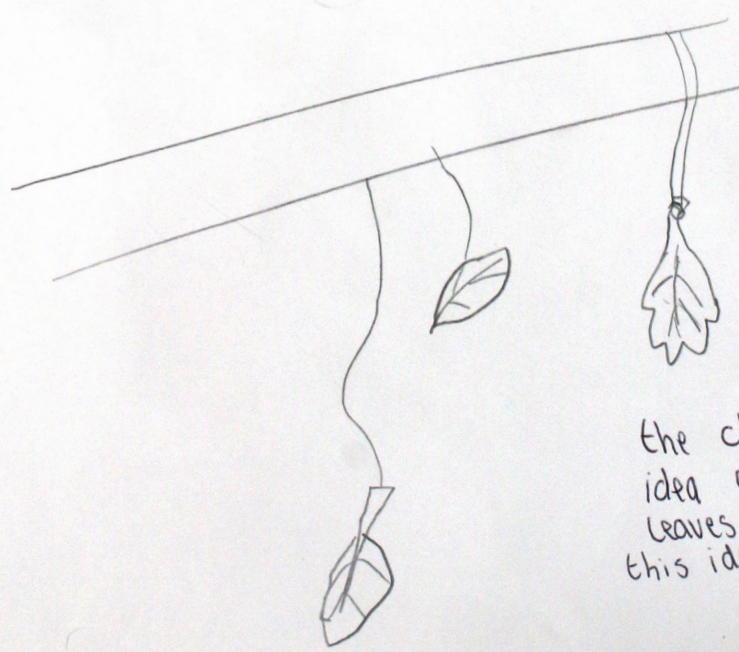
Today we drew our leaf looking at the detail, the shape, the length, the width and the pattern of lines



We used soft and hard lines to give the effect of 3D

Observational drawing

Project



Home work

We had to come up with a group sculpture using all our leaves

We worked in groups, shared our ideas and came up with a group suggestion which we presented to the class

the class voted on final idea which is to arrange the leaves like music notes. I think this idea sounds really good.

Wire Worksheet

Wire Sculpture worksheet

To be used with the Wire Sculpture Power Point

1 What is Wire Sculpture?

Wire is a metal that has been drawn into a long, thin rod or thread. Sculpture is art in three dimensional form. Wire Sculpture is any art material made from wire. So long as wire is the material being used, there are no rules, no limits, no boundaries.

2 List three ways a sculptor can use wire.

- (a) Coiling
- (b) Twisting
- (c) Bending

3 Lots of cultures used wire to make objects, jewellery and even toys. Name one of these cultures and describe what they made.

Ancient Egyptians hand crafted wire jewellery.
South African children that couldn't afford toys made their own from wire.

4 Alexander Calder was a famous 20th century artist who used wire to make some of his sculptures. What type of sculptures did he make?

He made sculptures of people, animals and objects.
He also made giant wire mobiles using abstract shapes.

5 There are 11 different 21st century Wire sculptures presented on the Power Point, Which sculpture did you like the best?

Majestic tree / Angel / Pavilion in the wind

I feel my wire sculpture worked out well

Next time I will copy my drawing better by looking at it.

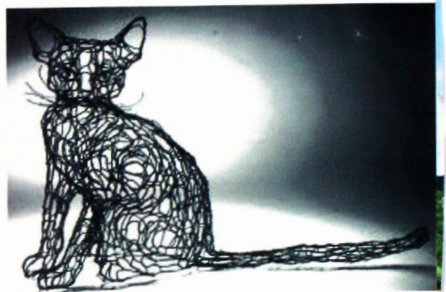
6 Name the artist who made your favourite piece.
Wirewood / Richard Stainthorp / ~~Robin Wight~~

7 Why did like this piece of sculpture
They use many impressive techniques to make them sculptures

8 Stick down on this page examples of wire sculptures you sourced and printed for homework. Write in the web site you used. Label the examples using any of the words in the **Word Bank** at the bottom of the page.



Richard Stainthorp ↗

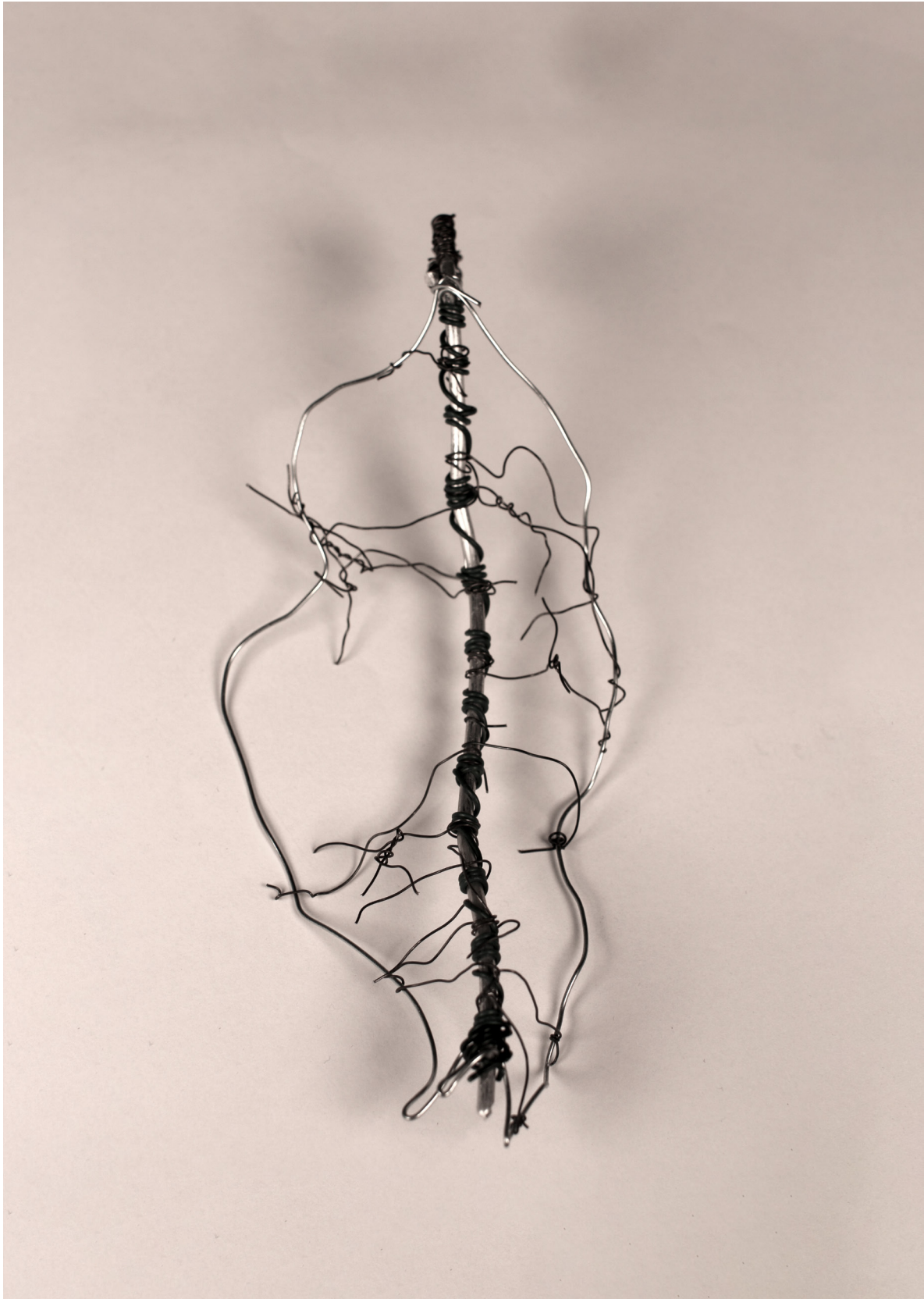


Elizabeth Berrin ↗

1 Bending	2 Coiling	3 Twisting
4 Adding	5 Knitting	6 Wrapping

Conclusion

I learned about using line drawing to design wire sculpture and wire-making techniques.



Cliceáil ar an Íomhá chun breathnú ar an bhfíseán

Nótaí an mhúinteora ag úsáid na gcritéar rathúlachta

Tugtar an méid atá tugtha faoi deara ag an múinteoir le chéile sna nótaí, ag úsáid na gcritéar rathúlachta, féachaint leis an leibhéal gnóthachtála atá i gceist sa saothar seo a dhéanamh amach. Dheimhnigh grúpa um Dhearbhú Cáilíochta, ina raibh múinteoirí atá istigh sa rang agus ionadaithe as CNCM, an Chigireacht, Coimisiún na Scrúduithe Stáit agus seirbhís tacaíochta na Sraithe Sóisearaí do Mhúinteoirí na nótaí agus na breithiúnais.

Chomhlíon an scoláire na critéir rathúlachta go léir mar:

CR1: d'éirigh leis an scoláire bunfhoinsí oiriúnacha a shainaithint

CR2: thaispeáin an scoláire línte éagsúla trí mharc-chruthú.

CR3: bhain sé úsáid mhaith as meáin agus teicnící chun línte ualaithe gothacha agus difriúla a dhéanamh ina shaothar

CR4 : tá an bhileog oibre críochnaithe. Tá scóip don scoláire níos mó anailíse agus machnaimh a dhéanamh nuair a thugann sé cúiseanna lena chuid tuairimí

CR5: tugann an píosa atá curtha i gcrích léargas ar an bpróiseas, tá gnéithe atá inniúil go teicniúil ann ach cé gur baineadh triail as neart rudaí, tá an chuma air nach bhfuil sé críochnaithe ar fad

CR6: thug an scoláire anailís ísealaicme ar an saothar

❖ I ndiaidh dó machnamh a dhéanamh, chinn an múinteoir go bhféadfaí na ceisteanna ar an mbileog oibre a dhírú níos mó ar smaoin-teoireacht d'ord níos airde agus déanfar é sin an chéad uair eile

Breithiúnas foriomlán: Ag teacht leis na hionchais